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The development of an assessment center for the selection of school administrators.

Alfred Merino

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THE DEVELOPMENT OF AN ASSESSMENT CENTER FOR THE
SELECTION OF SCHOOL ADMINISTRATORS

A Dissertation Presented

By

ALFRED MERINO

Submitted to the Graduate School of the
University of Massachusetts in
partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

March, 1973

Major Subject: Educational Administration


THE DEVELOPMENT OF AN ASSESSMENT CENTER FOR THE
SELECTION OF SCHOOL ADMINISTRATORS

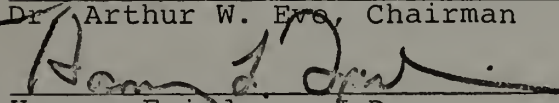
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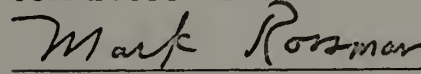
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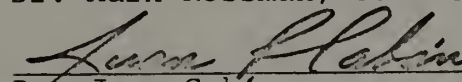
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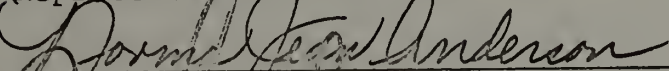
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March, 1973

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To Joy and Nancy

For all of those
who have shown me
the way to higher
horizons -- especially

Roger

A C K N O W L E D G E M E N T S

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CHAPTER I

INTRODUCTION

Never in the history of our educational system has so much been demanded of education and those responsible for the administration of schools. Endless variety of problems confront practitioners with no sign of let-up of our institutions. Whatever the expansion of the school's role in building a great society, the promotion of learning will remain the basic means through which educational institutions realize responsibilities. No society can hope to attain greatness without fundamental improvement in its human resources. New leaders in education are needed to help people gain insights, acquire skills, and develop attitudes needed to ameliorate social injustices, to improve race relations, to minimize poverty and unemployment, and to enable man to cope with the rapid pace of technological development. Administrators and school districts are caught in the dilemma of proper selection of future administrators that will be able to face the new changes.

If an organization is to change, it must be committed to providing its members with the basis for change, which is nothing more or less than behavioral feedback

representing honest appraisals of performance. The first place that behavioral feedback occurs is at the inter-personal, boss-subordinate, or peer level of interaction. These interactions are informal, and, if they occurred often and honestly, would probably provide the most effective means of creating behavior change.¹

In his book, Future Shock, Alvin Toffler advocates:

To help to avert future shock; we must create a super industrial educational system. And to do this, we must search for our objectives and methods.

In such a world, the most valued attributes of the industrial era become handicaps. The technology of tomorrow requires not millions of lightly lettered men, ready to work in unison at endlessly repetitious jobs. It requires not men who take orders in unblinking fashion, aware that the price of bread is mechanical submission to authority, but men who can make critical judgments, who can weave their way through novel environments, who are quick to spot new relationships in the rapidly changing reality. It requires men who have the future in their bones.²

"Did it do any good?" This question is being asked with increasing frequency about the burgeoning number of planned change efforts, particularly those involving such

¹Cabot L. Jaffee, Effective Management Selection (Reading, Massachusetts: Addison-Wesley Publishing Co., 1971), p. v.

²Alvin Toffler, Future Shock (New York: Random House, 1970), pp. 399-340.

change agents as training and treatment. This, however, has not always been so. In the past, both hardheaded practical businessmen and well-schooled academicians and clinicians have shared a strangely philanthropic attitude toward these change agents. They have accepted the notion that change efforts equal change itself.

As a result of the dominance of this "trying equals results: attitude, and serious effort to question the utility of training or the value of treatment usually has been equated with blasphemy." Needless to say, in light of such a strong negative reaction, serious evaluation efforts have been few and far between.

The factors motivating the increasing interest in evaluation are not as obvious as the interest itself. We feel that there are at least five such factors, (1) increased affluence and emphasis on education, (2) sponsor insistence and increased sophistication, (3) the fact that evaluation occurs anyway, (4) organizational and professional survival, and (5) the benefits of evaluation.³

Evaluation and research have long been equated. Careful examination of the purposes served each of them has contributed knowledge that is generalizable across situations and time, while evaluations contribute knowledge applicable

³James A Belasco, Harrison M. Trice, The Assessment of Change in Training and Therapy (New York: McGraw-Hill Book Company, 1969), p. 56.

to a specific situation and decision. With this differentiation has come awareness of weaknesses and decision. With this differentiation has come awareness of weaknesses and voids in our understanding of the concept "evaluation" and in methodology.

If decision-makers are to make maximum, legitimate use of their opportunities, they must make sound decisions regarding the alternatives available to them. To do this, they must know what alternatives are available and be capable to making sound judgments about the relative merits of the alternatives. This requires relevant information. Decision-makers should therefore, maintain access to effective means for providing this evaluative information. Otherwise, their decisions are likely to be functions of many undesirable elements. Under the best of circumstances, judgmental processes are subject to human bias, prejudice and vested interests. Also, there is frequently a tendency to over-depend upon personal experiences, hearsay evidence, and authoritative opinion; and, surely, all too many decisions are due to ignorance that there is a need for a decision or that viable alternatives exist.⁴

⁴Daniel L. Stuffebeam, Evaluation as Enlightenment for Decision-making (Ohio State University Evaluation Center, 1968), (mimeo), p. 21.

Role of the School Administrator

A general tendency for professional educators as well as for lay people in the supporting school environment is to assign a traditional role or expectation to the administrator. This tradition dictates that he must make competent decisions in almost any aspect of life which effects or conditions the success of the school. Expectations of this magnitude obviously are unreasonable. The rationality of the tradition seldom is considered since it is so convenient to shirk one's own responsibility to a public service such as education by finding an easily accessible scapegoat upon which to visit one's own deficiencies.⁵

Selection of Middle-Management by Industry

Recently, industry has developed assessment centers for the selection of future managers. Under the controlled conditions that obtain the assessment center, managers can observe promising young men in action and evaluate them objectively, both for specific job capabilities and for general management ability. From an assessment report, a company can get an excellent "gut" feel for whether a man will fit into its organization in the future, where he will do best, and how he ought to adapt and develop himself for

⁵Glen G. Eye, Lanore A. Netzer, (Boston: Allyn and Bacon, Inc., 1970), p. 198.

the challenges he will meet as he moves up the management ladder. The assessment center technique has shown itself a better indicator of future success than any other tool management has yet devised; it also brings many valuable fringe benefits to the company that uses it. Previously developed yardsticks for measuring management potential have not really been worth their salt. Batteries of written tests, for example, cannot assess the way a man works with people; supervisor ratings can be highly biased; and so on.

Development of Assessment Centers

To obtain a basis for making promotion decisions, a score or more of companies have resorted to the corporate assessment center approach. This assessment procedure simulates "live" the basic situations with which a man would be faced if he were moved up and develops information about how well he will cope at the higher level before the decision to promote him is actually made. AT&T, IBM, General Electric, J. C. Penny, Standard Oil (Ohio), and Sears Roebuck, are a few of the companies that have established such centers.

In these centers, specially trained managers (and occasionally psychologists) act as "assessors" who evaluate candidates for promotion--either into management or within

management--on their potential and their areas of weakness. Groups of men pass through series of standardized exercises such as management games, in-basket tests, and leaderless discussion sessions, while the assessors observe their behavior closely.

The assessors discuss each candidate's performance separately and then generate a comprehensive report on each candidate which management can combine with current performance information as it sees fit. As well as identifying the men most likely to succeed, the assessment reports spell out the individual deficiencies of each candidate and suggest guidelines for management to use in developing him.

Validity of Assessment Centers

These reports constitute powerful planning tools for management: it can use the reports to plan the orderly progression of management within the company; it can adjust its hiring patterns; if necessary, it can direct that jobs be designed which match and give growing space to particular men's abilities and potential; and, most important, the company can plan a rational, sensible route for the candidate to follow as he moves up the ladder.

Reports prove to be remarkably valid. Longitudinal studies of thousands of employees assessed over the last

few years indicate that this assessment method is much more accurate than traditional appraisal procedures.⁶

Assessment Centers for Educational Administration

There seems to be a tremendous need for the proper selection of school administrators in order to meet the challenges of today and the future. Unfortunately, not enough has been done in the development of assessment centers in educational administration.

The study proposed is an initial attempt to determine the suitability of utilizing the assessment center approach for analyzing the behaviors of school administrators.

Statement of the Problem

The major objective of this study was to determine the suitability of utilizing the "Assessment Center" approach for analyzing selected behaviors of school administrators.

The purposes of the study were:

1. Through the use of a field testing procedure have thirty-eight individuals participate in the "Assessment Center" activities.
2. Through the use of a structured observation approach, utilizing the Evaluation Scoring

⁶Harvard Business Review, Assessment Centers for Spotting Future Managers (Boston, Mass., Graduate School of Business Administration, Harvard University, 1970), pp. 150-151.

Sheet⁷ as a guideline, determine the observable behaviors of the participants as they participated in the activities.

3. Through the use of the List of Skills to be Evaluated,⁸ and the Evaluation Scoring Sheet, categorized and scored the data obtained from the observation reports in order to determine (a) the individual work characteristics, (b) the decision-making style, (c) the organization and planning style, (d) the leadership behavior, and (e) the interpersonal characteristics exhibited by the participants during the "Assessment Center" activities.
4. Through the use of a modified form of the List of Skills to be Evaluated, filled out by subordinates and superordinates of the

⁷The Evaluation Scoring Sheet is the title of a rating form developed by Cabot L. Jaffee, see Cabot L. Jaffee Effective Management Selection: The Analysis of Behavior by Simulation (Reading, Massachusetts: Addison Wesley, 1971), pp. 94-99.

⁸The List of Skills to be Evaluated is the title of a rating form developed by Cabot L. Jaffee. This form solicits a Likert five-scale scoring response by the respondent; see Ibid., p. 17-21.

participant, determined (a) the individual work characteristics, (b) the decision-making style, (c) the organization and planning style, (d) the leadership behavior, and (e) the interpersonal characteristics exhibited by the participant in school settings.

5. Through subjecting the data to a statistical analysis of variance, determined the relation between the selected observable behaviors of the participant exhibited during the "Assessment Center" activities and the selected observable behaviors exhibited by the participant in his work environment.
6. Through the use of "closed" and "open-ended" questions on a written questionnaire, determined the participant's attitudes toward his experience with the "Assessment Center" activities.
7. Through the use of questions soliciting a rank ordering process, and through a semantic differential scale, determined the participant's attitude toward the "Assessment Center" approach as it compared with other approaches for assessing selected behaviors of school administrators.

8. Through interviewing a sample of the participants after their experience with the "Assessment Center" activities, determined the attitudes of the participants toward the "Assessment Center" approach.
9. Through an analysis and synthesis of the data developed conclusions and recommendations as to (a) the effectiveness of the existing "Assessment Center" approach, (b) the refinements which should be made in this approach, and (c) the possible uses of this approach for analyzing selected behaviors of school administrators.

Definition of Terms

The following terms are defined operationally as they were used in the study.

Administrator -- This term will be used in its most general sense, to include all professional employees of a school system who are superordinate to the classroom teacher, and are charged with administrative or supervisory responsibilities.

Assessment -- An appraisal which is made for the purpose of improvement; assessment, as used in this study, is a process of observation or measurement very similar to evaluation, but it

may not always involve value judgments as clearly as evaluation does. It does involve the collecting and analyzing of evidence before making judgments.

Assessment Center Activities -- A series of simulation exercises in which a group of six individuals participate. At the end of the series of exercises a feedback session is provided for each of the participants. During the exercises each participant is observed by a trained assessor, and selected observable behaviors are recorded. Each assessor observes only two participants during any one exercise. The exercises for the present study will consist of the following: (1) an in-basket exercise in which the participant handles the various in-basket items, the result of which provides some idea of how clearly he perceives the important elements of a problem, and how well he organizes these problems into a meaningful pattern; (2) the personal interview is a set of structured questions typical of an employee of a school district to seek information about the individuals' knowledge about the

school, school board, and community; (3) a leaderless group discussion problem which places the participants in a relatively unstructured situation in which they must interact with other participants face-to-face. The heart of this exercise lies in the setting up of individual points of view, and necessitates a good deal of interaction and some compromise before the group can reach a decision. During the feedback sessions an assessor provides the participant with the information about his behavior that he exhibited during the three exercises.

Assessment Center Approach -- An approach for analyzing selected behavior of an administrator, utilizing assessment center activities (see the above definition).

Decision-making Style -- Behaviors which are observable focused on the following aspects: (1) degree of preparation before making a decision; (2) rapidity at which decisions are made; (3) time perspective or sensitivity to future implications; and (4) degree of commitment or decisiveness.

Individual Work Characteristics -- Behaviors which are observable focused on the following aspects:

- (1) general activity level or energy output;
- (2) thoroughness or inner work standards;
- (3) adaptability or ease of adjustment to new circumstances; and (4) accuracy of self-evaluation.

Interpersonal Characteristics -- Behaviors which are observable focused on the following aspects:

- (1) overall manner and general appearance;
- (2) attitude toward peers or the balance between openness to ideas and overconcern; (3) attitude toward superiors; (4) attitude toward subordinates; (5) amount of group activity or frequency of interaction; (6) written communication;
- (7) oral communication; (8) reaction to conflict; and (9) emotional behavior.

Leadership Style -- Behaviors which are observable focused on the following aspects: (1) reaction from others or willingness of group to accept his ideas; (2) motivation to lead or attempts to direct others; (3) delegation of tasks;

- (4) style of leading - directive or nondirective;
- (5) effectiveness or ability to get things done

through others; and (6) forcefulness or ability to pursue his point of view.

Organization and Planning Style -- Behaviors which are observable focused on the following aspects: (1) problem analysis or ability to identify the problem; (2) planning and organizing or the ability to set objectives and priorities.

Selected Observable Behaviors -- Those behaviors which an individual exhibits in either his on-the-job setting or in a simulated environment which can be detected by an observer or fellow worker. For the present study, these behaviors will be somewhat restricted to those mentioned in the above definitions.

Simulation -- A representation of several variables in the same arrangement as they occur in a particular natural or artificial system. Once such arrangements or conditions are established, the result display can be seen as a model of reality which may be amendable to interaction and manipulation.

Suitability -- The extent to which the "Assessment Center" approach can be incorporated as an effective component of a total assessment

program for school administrators. The criteria utilized was used:

1. Potential for future development - the perception of the individuals, who have participated in the "Assessment Center" activities, concerning: (a) the general value of the activities to their own learning; (b) the administrative skills which were analyzed through the "Assessment Center" approach; (c) the possible barriers of getting administrators to utilize this approach for analyzing their behaviors.
2. Participant motivation and interest - Do the "Assessment Center" activities present the skills in such a manner that the participant elected to participate in additional activities, or to recommend to others to participate in such activities?
3. The extent to which the behaviors exhibited by an individual as he participates in the "Assessment Center" activities are similar to the behaviors he exhibits in his school setting.

4. The total cost of conducting an "Assessment Center" session.

Assumptions in the Study

1. Respondents would be candid and honest when answering questions concerning the strengths, weaknesses, and general value of the "Assessment Center" activities.
2. Under the conditions of working as a subordinate or superordinate to a school administrator, an individual's perception of the administrator would be an adequate source for gaining information as to the administrator's behavior.
3. A superordinate or subordinate would give his perception of an administrator's behavior by objectively analyzing the behavior that the administrator has displayed throughout the school year.

Limitations of the Study

1. In giving perceptions as to an administrator's behavior, a subordinate or superordinate's attitudes and emotions toward the administrator may have influenced the responses, resulting in a less objective rating.

2. The behaviors which were selected for analysis in the present study are those which have been identified as necessary for a successful second and third level manager in business. It cannot be assumed that these are the same behaviors which are necessary for a successful school administrator.
3. Perceptions as to the administrator's behavior by the assessment team attitudes and emotions toward the administrator may have influenced the responses, resulting in a less objective rating.

Design of the Study

The study was exploratory in nature, in that it was an initial attempt to determine the suitability of utilizing the "Assessment Center" approach for analyzing selected behaviors of school administrators. The study incorporated a field study technique utilizing a combination of five assessment procedures. The assessment design as it was used in the study is summarized in the following sections.

The relationship between the selected behaviors of the participant exhibited during the "Assessment Center" activities and these behaviors as they were exhibited by the participant in his work environment: During the study

an analysis was made of selected behaviors of the participant as he participated in the "Assessment Center" activities, as well as, an analysis of these selected behaviors as they were exhibited by the participants in his own school setting. In order to determine these behaviors during the "Assessment Center" activities, the following procedures were used. As the participants took part in these activities, trained observers observed each of the participants. By utilizing the Evaluation Scoring Sheet as a guideline, the observers recorded the behaviors which were exhibited by each participant for each of the three activities. From these recorded observations, and through a discussion by the observers about each of the participants, the group of observers determined a score for each of the items on the List of Skills to be Evaluated. This resulted in a Likert Scale Score for each of the various behaviors within the following major categories: (a) individual work characteristics, (b) decision-making style, (c) organization and planning style, (d) leadership style, and (e) interpersonal characteristics. A List of Skills to be Evaluated form was filled out for each of the participants.

In order to determine the selected behaviors of the participants as these behaviors were exhibited in the

school setting, the following procedures were used. A modified form of the List of Skills to be Evaluated was used to determine the on-the-job behaviors of the participant. Three persons who have worked with the participant in his school setting, including at least one subordinate and one superordinate, were asked to rate the participant on each of the items listed in the form. Each of these raters filled out an individual form separately. The Likert Scale Score for each separate item, as indicated by each of the raters, was averaged. This resulted in an average scale score for each of the various behaviors within the following major categories: (a) individual work characteristics, (b) decision-making style, (c) organization and planning style, (d) leadership style, and (e) interpersonal characteristics.

The mean scale score for the group of participants resulting from the "Assessment Center" activities was compared with the mean scale score for the group resulting from their on-the-job ratings. These comparisons were made for each item on the List of Skills to be Evaluated. The differences in these mean scores were subjected to a statistical analysis of variance to determine whether these differences were significant.

The participants attitude toward the "Assessment Center" approach: After each of the participants completed the "Assessment Center" activities they were asked to respond to a number of "closed" questions on a written questionnaire. These questions related to the participant's attitude toward his experience with the activities. The focus of these questions were on such areas as interest, value to his own learning, and attitudes toward the technical aspects of the "Assessment Center" activities.

In addition to the "closed" questions on the questionnaire, a number of "open-ended" questions were included. These questions supplemented the "closed" questions and functioned to generate new information from the respondent.

Study Population

The study population for the present study consisted of thirty eight individuals who participated in the "Assessment Center" activities during the field testing phase of the study. During the field testing phase two separate and distinct types of "Assessment Center" sessions were used which involved different participants in each of the two types of sessions. These sessions were: (a) a two-day "Assessment Center" session involving twelve

participants to be conducted by the Bell Telephone System in San Diego, California, and (b) four one-day "Assessment Center" sessions involving six different participants for each session, were conducted in Great Barrington High School, Rockland Junior High School, Fitchburg State College and Stoneham High School, all in Massachusetts. These two types of sessions are described in greater detail in the following sections.

The San Diego two-day "Assessment Center" session:

Twelve prospective school administrators from the San Bernardino City Schools, San Bernardino, California participated in a two-day "Assessment Center" session that was conducted by the "Assessment Center" team of the Bell Telephone System in San Diego, California. The observers (assessors) were members of the team who have been trained by the Bell Telephone System. The participants were chosen by the Superintendent of Schools for the San Bernardino City School District.

The four one-day "Assessment Center" sessions:

Four separate one-day "Assessment Center" sessions were conducted in Great Barrington High School, Rockland Junior High, Fitchburg State College, and Stoneham High School, all in Massachusetts. These sessions were conducted by a trained "Assessment Center" team, the members of which

were graduate students in the Center of Leadership in Administration, School of Education, University of Massachusetts. Each one-day session involved six participants which resulted in a total of twenty-six individuals participating in the four sessions. These twenty-six participants consisted of administrators who have aspirations of becoming school principals.

The participants' attitude toward the "Assessment Center" approach as it compares with other approaches for assessing school administrators: The participants were asked to rank-order a list of different assessment approaches. Within this list were included the "Assessment Center" approach. Blanks were provided for the respondent to add any approaches which were not included. The data was analyzed in two different ways. The first was to determine the number of times each approach was assigned a certain rank value. The second approach was to weigh the responses and determine the weighted means for each assessment approach on the list.

Through the use of a semantic differential scale the participants were asked to react to two concepts:

- (1) The "Assessment Center approach as one alternative approach for assessing school administrators, and (2)

assessment approaches for assessing school administrators in which you have participated (excluding the "Assessment

Center" approach). The mean polarity scores were determined for the factors of evaluation, potency, and activity. These mean scores for the two concepts were subjected to a statistical analysis of variance to determine if the differences in the mean scores reached a statistical level of significance.

General information gained from interviewing the participants after their experience with the "Assessment Center" activities: The investigator conducted interviews with a sample of the participants after they had experienced the "Assessment Center" activities. These questions focused on such aspects as the major strengths and weaknesses of the approach; what changes could be made in order to strengthen the approach; the various ways in which the approach could be utilized, and the value of developing the approach any further.

Treatment of the Data: A Summary

Since a combination of data-gathering methods were used, the data is presented in such narrative, tabular, or graphic form as was dictated by the data encountered. This was done in order to most appropriately depict the findings.

Whenever quantitative analysis of the data was made the investigator utilized mathematical means, standard

deviations, percentages, and analyses of variance. Subjective statements made by the participants were categorized and utilized extensively. The conclusions and recommendations drew heavily on these subjective statements as well as the analysis of the quantified data.

A main focus of this study was the assessment of administrators and future administrators of various school districts in Massachusetts and a group of perspective administrators from San Bernardino City Schools Unified, San Bernardino, California.

The unique factors in the study was the observation of behavior exhibited by the participants, by the assessors and providing immediate feedback.

Significance of the Study

It is difficult to sustain a balanced perspective in times of upheaval, particularly when so many different pressure groups pull the administrator and the school in opposite directions. It is easy to lose sight of other valuable, although somewhat old, functions when new ones are thrust upon the established institution: for example, some people may question the high priority attached to learning and instruction at a time when dissent and disruption may point to the fact that many school administrators are hired and fired on their demonstrated ability, or lack of ability, to mediate conflicts among various social

groups within the community, rather than their ability to improve the learning process. A shift in emphasis or a demand for new behavioral approaches may be appropriate, but this should in no way serve to obscure the justifiably high priority afforded the historic instructional leadership role of the administrator.

An important component of this study was the opportunity afforded for a group of graduate students and their advisor to participate in the activities of an assessment center at The New England Telephone Bell System, Boston, Massachusetts. Secondly, the interest shown by a large corporation in assisting public education and sharing their company techniques in identifying potential leaders.

Organization of the Dissertation

In Chapter I of the dissertation a description of the problem, its significance, the general design of the study, and the assumptions and limitations are set forth. Chapter II presents a review of the research and literature related to the activities of assessment centers for the selection of middle management and school administration. Chapter III presents a historical background and an analysis and description of the activities of an assessment center. Evaluating instruments were also designed that were used in

the activities. Chapter IV presents a detailed description of the methodology used in the field study phase of the study. Chapter V compares an analysis of the data collected during the field testing activities. Chapter VI summarizes the dissertation, makes conclusions, and recommendations.

CHAPTER II
REVIEW OF RELATED RESEARCH
AND RELATED LITERATURE

This current study concerned itself with determining the suitability of using the Monroe City Simulation Material approach for the assessment of school administrators. The literature dealing with simulation approach which had been offered to middle management is covered in later sections of this chapter. The literature describing the mechanics involved in setting up an assessment center using the simulation techniques is outlined. The following sections include: (1) a brief history of the use of simulation since World War II to the present; (2) the American Telephone and Telegraph Assessment Center for the selection of middle management; (3) a view of the current assessment programs by other companies and agencies; (4) research studies pertaining to the selection of middle management; (5) the assessment of simulation techniques in establishing an assessment center for the selection of administrators; and (6) the validation of simulation techniques in assessment.

The Use of Simulation Since its Beginning
During World War II to the Present

Industrial administrators and personnel have sought means of determining the aptitudes and effectiveness of individuals for various types of jobs, executive and supervisory as well as production. Educators also turned to psychology for means of determining which students would or would not succeed in specific schools, analysis of skills and abilities for guidance purposes, the early discovery of talent, the significance of under- and over-achievement, etc.

By the late 1930's the psychologist had become equipped with a substantial battery of tools, ranging from tests of motor coordination to tests of abstract processes, and including and orientation to the study of personality as well as a variety of relevant procedures and methods. Although opportunities for the application of a broad approach to the assessment and predictions of behavior were not lacking, the first large-scale program to embody fully all of these developments did not appear until the second World War.

At this time the United States was confronted with the need to select individuals for highly critical underground activities abroad. On the basis of work already

accomplished by Simoneit in Germany and Harris and his associates in Great Britain, a group of American social scientists including psychiatrists, sociologists, and anthropologists as well as psychologists, were brought together in order to establish an assessment program for the Office of Strategic Service (OSS). The OSS staff was charged with the responsibility of developing a system of procedures which would reveal the personalities of OSS recruits to the extent of providing grounds for sufficiently reliable predictions of their usefulness to the organization during the remaining years of the war.

The procedures which were subsequently devised included interviews, intelligence tests, paper and pencil tests of personality, projective tests of personality, situational tests, and a modified case conference approach for the integration of these diverse data. The assessees were extremely heterogeneous, not only in terms of cultural backgrounds (Spaniards, Hungarians, Chinese, Koreans, to mention only a few), but also in terms of their personal histories and previous experiences.¹ The diversity of this population was matched in turn by the variegated

¹George G. Stern, Morris S. Stein, Benjamin S. Bloom, Methods in Personality Assessment (Illinois, The Free Press, 1956), pp. 26, 27.

collection of jobs for which these men were being assessed. Some were being screened as potential finance officers, others for supply, and still others as parachutists, leaders of guerilla units, saboteurs, propagandists, etc.

Obviously no adequate job analysis for these various enterprises could be made available; the assessors found themselves making predictions about behavior which could be expected to occur in situations about which practically nothing was known. Under these circumstances they were forced to fall back upon overall estimated capacities to function adequately regardless of the exigencies of any particular situation. When the program was nearing its conclusion and attempts to evaluate the effectiveness of the assessment program were undertaken, two related difficulties became apparent. The first involved a recognition of the lack of consistency between the frames of reference of the original assessors and those individuals in the field situation who were asked to appraise the subsequent performance of the OSS assessees, rendering any comparison between ratings from these two sources meaningless as a source of validation for the assessment. Furthermore, the job assignments themselves were frequently changed between the time the man had been assessed and his eventual arrival in the field, making even the piecemeal estimates of the assessors regarding the ultimate field situation for a

particular individual almost wholly irrelevant. As a result a definitive evaluation of the OSS program was impossible. The members of the OSS assessment staff were, however, "virtually unanimous in their opinion that the OSS system of examination and diagnosis was better than any with which they had previously been familiar."

The First Experiments

American Telephone & Telegraph first applied the assessment center idea 14 years ago as part of the data collection procedures for its Management Progress Study. In the study of Bell System personnel, the company undertook to gain insight into the management development process and to identify the variables related to success.

Over four years, AT&T processed 422 men from six Bell Systems through a three-and-a-half day assessment center to obtain basic data on their experimental population. AT&T had obtained the idea from the pioneering work of the Office of Strategic Services, which used the method for selecting agents during World War II. Descriptions of the ingenious exercises used by the OSS made both interesting and enjoyable reading.

Some Bell executives who took part in the Management Progress Study assessment centers recognized the possibility

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Some Bell executives who took part in the Management Progress Study assessment centers recognized the possibility

that the technique could aid them in one of their critical problems--i.e., identifying potential among candidates for first-line management. They invited AT&T researchers to set up an assessment center for them, and as a result the first non-research application of the method was made in 1958 by Michigan Bell. It achieved immediate and widespread acceptance throughout AT&T. Today, AT&T affiliates operate 50 centers all over the country processing 10,000 candidates a year. The Bell centers are still used primarily to evaluate the management potential of men being considered for first-level management positions.

Research Studies

Existing validity studies are of four kinds. Three of them focus on centers that are new or experimental, and the fourth focuses on the operational center that has existed for some period of time.

First, where an assessment center is purely experimental and set up only for research purposes, a study usually compares assessment predictions with the candidates' later performance. Ordinarily, in these circumstances, the assessment reports are not released to management.

The work of Douglas W. Bray and Donald Grant on the original, experimental AT&T centers is of this kind, and it indicated that these centers' predictions were highly accurate. For instance, 64 per cent of the candidates predicted to enter middle-management had done so by the eighth year after assessment, while only 32 per cent of those candidates predicted not to achieve middle-management positions had done so.

Second, a study may compare assessments made at a new, but "real life" center--that is, one that generates reports that are meant to be used--with candidates' later performance. An AT&T study of its new salesman selection center reflects this pattern. The reports on the first 78 candidates who passed through this center were withheld from line management. All these men were subsequently hired as salesmen, and six months later their performance in the field was evaluated by trained observers who accompanied them on their calls. In this study the correlation between assessment ratings and performance is .51. Interestingly, when the men's performance in the field was compared with the ratings of the men made by their supervisors, no significant correlation emerged. Similarly, no significant correlation was found between their field

performance and the ratings given them by training personnel who worked with them in a sales training program.

Third, a study may compare the success of a company's executive development program before and after a center has been set up. For example, one can contrast the "success" of the last 50 to 100 people promoted before the center's installation with the first 50 to 100 people promoted thereafter with the aid of assessment reports. Several studies of this kind report substantial improvement, and these are the ones executives find hardest hitting and most convincing.

From the executives' point of view, the basic question vis-a-vis validity is this: Is the assessment center a definite improvement over other means of identifying management potential and, notably, is it a definite improvement over supervisory judgment? Once again, the answer is "yes, it can be."

Of all studies, those of the third kind are the ones that can convince managers that the center approach really works, because it allows them to contrast the effectiveness of relying on supervisory judgment alone (or even assisted by simply testing) with the superior effectiveness of using assessment reports to develop their people. Studies comparing the success of candidates

promoted with assessment to those promoted without it consistently show a 10 per cent to 30 per cent improvement.

The fourth and most common kind of validity check is the follow-up study of candidates who have been assessed at an operating center and then promoted and developed by a management that is aware of the assessment findings.

Six such studies (some unpublished) report correlation between assessment findings and subsequent performance, the correlations ranging between .27 and .64. For instance, an IBM study of lower-level and middle-level managers reveals a correlation of .37. In general, assessments of potential for positions above the first level are more valid than assessments for positions at the first level.

While the weight of research is heavily on the side of the assessment center, this alone does not account for the method's phenomenal acceptance by management, which is less influenced by correlation coefficients than by evidence of the adequacy and fairness of a procedure. A manager has only to act as an assessor or even sit through the assessors' deliberations to be convinced of the fairness, adequacy, and the accuracy of the method.

Selecting the Simulation Exercises

A center's success rests in large part on the thoughtful, accurate selection of assessment exercises, for they stimulate the behavior to be observed. Thus, the first step is to define the behavior one wants to observe. Key managers familiar with the positions for which the candidates are to be assessed should discuss this among themselves, and the center developer should ask them questions like these: "Can you describe the behavior of successful and unsuccessful people in the positions in question?" "How do you evaluate people for this position?" "What characteristics will be needed in our managers 10 years from now?"

After a list has been compiled and agreed on, another meeting should be held to determine which of these characteristics can be assessed adequately on a man's current job. After eliminating these from the list, the characteristics that remain become the objectives of the assessment center program, and the assessment exercises should be selected to bring out these behaviors.

Because certain key forms of behavior, such as leadership, delegation, control, motivation, selling ideas, organization, and operation under time stress, are important to many companies, exercises that bring them

out are common to many centers. Almost all centers have an in-basket, one or two leaderless group discussion exercises, and a management game. While these activities may be similar in type from center to center, the specific content may be quite different depending on the educational and organizational level of the candidates.

The whom-to-promote leaderless group discussion described earlier is more appropriate, for instance, for lower-level candidates because the decision to be made is relatively simple and straightforward. One higher-level variation puts the candidate in the role of a member of a school board. The board has just received a bequest of \$100,000. Each candidate is told to advocate a different point of view, and he is given adequate time and information to develop his arguments. Unlike the promotion exercise, where only one decision can be reached, the board can allocate the money to one or any combination of the members' projects. The points of view specified for the candidates are rather weakly defined, and hence there is considerable opportunity for them to develop their arguments in a creative fashion.

Many jobs have a unique but highly important aspect, and if this can be simulated, the company ought to develop a special exercise.

Depending on the objectives of the center the content of the exercises (all games are not equally effective or appropriate), the relative importance of various assessment activities may vary greatly. One thing does seem clear: where it is included, the in-basket is usually the most important exercise in an assessment center.

Importance of Feedback

One of the most important, yet most hazardous, aspects of assessment center operation is feeding the reports back to the candidates. Companies handle this in widely different ways, depending on the purpose of their center. Three companies offer candidates the option of receiving or not receiving feedback. Between 60 per cent and 90 per cent ask for it. These companies find that candidates who do very well and those who do very poorly usually know where they stand and do not request feedback, whereas those in the middle want to find out how they did and get hints for self-improvement. Some companies give feedback to all candidates automatically.

When assessment and training are combined, it is possible to provide some feedback to candidates prior to their leaving the center. In some companies, a candidate

must wait weeks for a feedback interview. Obviously, the sooner the feedback interview takes place, the more impact the training and development recommendations will have.

Cost in the Development of Centers

It is obvious that assessment centers are not inexpensive. The costs vary, naturally, depending on the length of the program, its location, and whether the candidates' and assessors' time is counted. Considering only out-of-the-pocket expenses, Wolverine Tube estimates that the cost of assessing 12 men is equivalent to 12 lunches. AT&T, which has regional centers and usually must transport and house most of its candidates and assessors, figures total cost (including candidate and assessor salaries) as approximately \$600 per candidate. A division of IBM which uses motels for its centers roughly figures \$5,000 per 12 candidates exclusive of staff salary.

While these costs may appear high, they are probably quite small compared with the cost of executive failure. In general, the cost of operating an assessment center should be proportionate to the importance of the assessment decision to be made.

Validation of Simulation Techniques

An important test of any measuring instrument is whether or not it produces the same result no matter who might use it. This presents a particular problem in group exercises--where half-a-dozen candidates are observed by three (and sometimes more) evaluators. In order for the candidates to be reliably and fairly evaluated, the standards of the evaluators must have a high degree of correlation. Bass,² in an extremely comprehensive review of the leaderless group discussion, reported correlations in the 90's between any two evaluators rating groups of six candidates on leadership, consideration for others, or initiation of structure and interaction. These results have further supported the reports of Greenwood and McNamara³ of IBM, and Bray and Grant of American Telephone and Telegraph. Greenwood and McNamara report reliabilities between raters ranging from the middle 60's to middle 70's. They conclude that "...reasonable rater reliability can be obtained in situational tests commonly used to assess business and industrial personnel regarding their potential for advancement."

²B. M. Bass, "The Leaderless Group Discussion." Psychological Bulletin, 1954, p. 51, 465.

³J. M. Greenwood, and W. J. McNamara, "The Assessment Center in the Measurement of Potential for Business Management," Psychological Monographs, 1966, Vol. 80, p. 625.

An additional finding of some interest was the comparison between professional and nonprofessional evaluators, and the conclusion that difference due to background, experience, or formal training do not affect their ratings. It was concluded, in fact, that the evaluators compared could be used interchangeably. Bray and Grant at AT&T also support the reliability of ratings, with similar correlations in both leaderless group discussions and business games.

Of particular interest here is the fact that evaluators are compared with either groups of candidates or individual candidates. Apparently the reliability among two or three objective observers is much greater than when those involved, such as candidates, are making judgments. Greenwood and McNamara⁴ conclude that:

the reasonably high agreement between different sources of ratings suggests that all were reacting to many of the same aspects of individual performance. Evidently the objective aspects of both exercises are sufficiently apparent to observers and participants alike to influence them similarly in arriving at their evaluation.

⁴Greenwood and McNamara, *ibid.*

Two recent research studies carried out at the University of Tennessee (Furr, 1969; Wexley and Jaffee, 1970) also report correlations in the degree of agreement in a business game--in the high 70's among objective observers and somewhat lower among participants.

The evidence in this area appears quite clear. The observers of a given exercise, whether it be a leaderless group discussion or a business game, appear to agree on the behaviors observed and are even able to classify them into categories of effectiveness. Thus the group exercises appear to meet the criteria of reliability. Furthermore, Bray and Grant report even higher agreement among observers for the evaluation of in-basket reports.

A more typical estimate of reliability concerns the similarity in performance over time, or the consistency of the instrument in measuring behavior. Bass (1954) reported test-retest reliability coefficients ranging from .90, when the tests were only one week apart, to .153 when the second leaderless group discussion was held one year later. The consistency of an individual's performance is obviously dependent on a number of situational variables, and these correlations are reported in much greater detail in the original article. The major point to be made here is that there is a certain stability of performance

measured by these exercises that allows for the effective use of the instrument in supervisory selection.

By far the most important consideration in the evaluation of a program such as the one mentioned is the relationship between a candidate's success in the exercises and his success as a manager. This aspect has not been evaluated very many times, but the accumulated evidence looks positive indeed. Without question the most comprehensive study of the use of assessment center in predicting managerial success has been carried out in the Bell system under the direction of Doug Bray, Director of Personnel Research. "The study, which began in 1956, is a longitudinal study of the development of young men in a business management environment." A sample of 422 men, approximately two-thirds of them college graduates, were assessed by means of a three and one-half day assessment center program soon after being hired. Among other instruments, an in-basket, group exercises, and an interview were used to rate each candidate on 25 managerial characteristics. Predictions were made about whether or not each individual would make middle management in ten years or less. After a period of eight years, the progress of these individuals was evaluated from the standpoints of company level and salary progress. To an overwhelming degree, those individuals who had been predicted to make

middle management did so, and those who had been evaluated as not having the necessary skills did not do so. These predictions held for both the college and non-college samples.

One conclusion reached as a result of Bell's Management Program Study was that situational techniques, such as the in-basket and group discussion exercises, provide reasonably reliable results that influence staff judgments. These results are predictive of progress in management.

The Trouble With Leadership Training

Is That It Doesn't Train Leaders

In the old days the captain used the cat-o'-nine tails on a sailor who disobeyed an order; the company president fired a man who slacked off on the job; the high-school principal expelled a pupil who talked back to his teacher. Whether or not this really made groups more productive, the old days are gone--admirals now permit sailors to grow sideburns; company presidents party with their employees; and high-school principals try to "understand" their pupils.

The man in charge used to have unquestioned authority; today he must often persuade. But being an effective leader always has been more complicated than

standing on authority, and American business, industry and Government have poured billions of dollars into new training programs that try to teach managers how to make their organizations more productive. This enormous investment has produced little measurable return. Research has failed to show that leadership training makes organizations more effective. No one has established a consistent, direct correlation between the amount or type of a leader's training and the performance of the group he leads.

Edwin Fleishman, for example, trained production supervisors in a heavy-machinery plant in Illinois to be more considerate of their employees and to structure their work better. As a result of the training, the supervisors' behavior changed for a time but there was no increase in the plant's productivity.

We obviously need to look at the problem in a new way.

Lewis Terman wrote in 1904 that leadership performance depends on the situation as well as on the leader. We have repeated similar statements for years without taking them seriously in planning leadership training. To my knowledge all formal training programs try to change the person. They implicitly assume that there is one

best way to lead, or that there is one best type of leader personality, and most training programs try to mold the individual into a pattern that approximates this ideal leader.

We generally think of organizations and leadership slots as fixed, and we tend to think of the individual as infinitely malleable. We give him a course of 10 lectures, put him into an intensive training workshop, and expect to turn out a person who will be able to adapt himself to any demands of the organization. Yet four years of intensive training in military colleges appears to be ineffective in changing persons into leaders who will perform well in all situations. It is unlikely that one or two weeks of training will do a better job.

The problem seems to lie not so much in our training programs as in our conception of the leadership process. The old style of leadership essentially relied on authoritarian direction and punishment, and the new style relies on persuasion. But underlying both old and new styles of leadership is the assumption that a leader's effectiveness will improve as he increases his influence over his followers. Advocates for both old and new styles differ on the best means to establish influence, but they agree that control and influence are the goals.

Some Alternative Methods of
Selecting Supervisors

The Importance of Selecting Supervisors

One basic problem in industry has been the evaluation, among employees in non-supervisory jobs, of the skills necessary for supervision. An article by George Odiorne and Edwin Miller⁵ discusses some of the major shortcomings of present selection methods. These seem to lie in the following areas:

1. Many techniques are mainly for low-level workers. The evidence in psychological literature indicates that many of the available tests are quite good for predicting job success. This essential difference in predictability appears to result, at least in part, from the greater complexity of necessary attributes at the managerial levels. When a job requires that a worker turn a certain screw on a connecting rod each time a piece passes him on an assembly line, a dexterity test could simulate the essential aspects of the job and predict very accurately which individuals would be likely to succeed at it. For a supervisor's

⁵G. S. Odiorne and E. L. Miller, "Selection by Objectives: A New Approach to Managerial Selection," Management of Personnel Quarterly, 1966, 3, 2-10.

job, however, no single skill is readily available for evaluation.

2. Psychological testing has been criticized for some time now because many industrial people are too concerned with the results of these tests. Gross⁶ has provided perhaps the most comprehensive attack on the psychological testing movement, primarily because of what he sees as a concern on the part of employers with information that does not essentially relate to the job for which the individual has been considered. Katz⁷ has presented further weaknesses of the testing approach. As he puts it, "Many companies stand in danger of losing sight of their real concern: what a man can accomplish."
3. The Civil Rights Laws of 1964 have shaken many long-accepted practices in hiring employees. Many of the tests used by companies for many

⁶M. Gross, The Brainwatchers, New York: McGraw-Hill, 1962.

⁷R. L. Katz, "Skills of an Effective Administrator," Harvard Business Review, 1955, 33, 33-43.

years have now become unacceptable because of the inadvertent discrimination that results. The major problem is whether or not the tests will actually predict job-related criteria. This law will now necessitate the reevaluation of many of the tests presently used, and will almost assuredly result in the rejection of many of them. Furthermore, the questionable validity of many of the tests currently used for managerial or supervisory selection results in a significant loss of available manpower.

The Approaches to Selection Now in Use

Personal Preference

As a result of the new antidiscrimination laws and the shortage of competent individuals to fill managerial jobs, the personal-preference method is no longer feasible. This approach, which is still the most commonly used method, allows the manager to select candidates according to his own particular hunches and an intuition regarding their capabilities. The major weaknesses of this method appear to center around a few basic points:

1. The preferences may not be based on relevant information. That is, the information on which the selector bases his hiring decisions

may not be at all related to the skills necessary for the job in question.

2. The lack of any structured information makes it impossible to standardize this type of selection procedure among interviewers. Thus even if one individual were, in fact, quite adept at this method of selection, it would by no means indicate that another selector, even in the same company, would also be.
3. This technique may be discriminatory, either inadvertently or purposely. In any event, it most certainly may be considered discriminatory by any of the many government agencies interested in this question.
4. Most importantly, it has been shown that this method, being difficult to quantify, provides no model for future selection procedures and fails to provide a selection system with a feasible means of self-correction. The latter point is perhaps the most crucial, for it means that the personal-preference method of selecting supervisors allows too many mistakes.

Personality Testing

Another common method of selecting supervisors is that of personality testing. Many of the same problems occurring in the personal-preference methods are also true of personality testing. In many cases the information is not at all related to the ultimate success of an individual on a given job because of (a) the unreliability of the measures and (b) the fact that the information concerns what a man is, rather than what he can do. There has been a general failure of investigators to consistently replicate promising results on different populations. Kislinger, after reviewing some 60 studies on the relationship between projective tests and managerial performance, states:

"It can be seen that the use of projective techniques in attempting to solve various personnel problems in industry has shown widely varied results. Furthermore, many of the studies that have indicated positive findings are of little practical value because of methodological shortcomings such as inadequate criteria or lack of adequate validation."⁸

There is, however, some strong indication that personality traits may be related to some degree to behavioral

⁸H. J. Kislinger, "Application of Projective Techniques in Personnel Psychology Since 1940," Psychological Bulletin, 1966, 2, 134-150.

measures of performance. Bass⁹ indicates a relationship between the scores of leaderless group discussions and personality measures. Interestingly, personality variables such as extroversion, assertiveness, and energy show the highest correlation with the results of the situational tests. Grant, Katkovsky, and Bray¹⁰ have shown somewhat similar results in relating the salary progress of young business managers to the personality traits of leadership role and achievement motivation, while showing a negative relationship with dependency.

It appears, therefore, that there is a relationship between certain personality factors and success on a job or success in a simulated job activity. However, the important question is whether personality testing allows too much variance to accurately select successful future managers, and the evidence appears to indicate that it is not an adequate selection tool when used alone.

Intelligence Testing

Intelligence testing is still another means of selection supervisory personnel. However, many tests

⁹B. M. Bass, "The Leaderless Group Discussion," Psychological Bulletin, 1954, 51, 465-492.

¹⁰D. L. Grant, W. Katkovsky, and D. W. Bray, "Contributions of Projective Techniques to Assessment of Management Potential," Journal of Applied Psychology, 1967, 51, No. 3, 226-233.

appear to have no readily apparent cutoff score which would successfully eliminate most potential job failures and still not reject many potential successes. One consequence can often be a serious loss of suitable manpower. Further, results from many different sources, as for example the article by Bray and Grant¹¹ and the one by Bass,¹² indicate a low positive relationship between intelligence and other behavioral data. It is readily apparent that there are many very bright individuals who have very poor human-relations skills, while some less-bright individuals may be very effective in dealing with other people. The results of research on the use of intelligence tests in the selection of supervisors indicate a conclusion similar to the one concerning the use of personality tests for that purpose. There is a moderate relationship between intelligence and success as a supervisor, but in most cases it apparently is not strong enough to justify the selection of supervisors solely by this means.

Background Matching

Background matching, or selecting by objectives, is a method of relating relevant information about an individual

¹¹D. W. Bray and D. L. Grant, "The Assessment Center in the Measurement of Potential for Business Management," Psychological Monographs, 1966, 80, (17, Whole No. 625).

¹²B. M. Bass, "The Leaderless Group Discussion," Psychological Bulletin, 1954, 51, 465-492.

to the characteristics of the job for which he is to be chosen. If one concentrates on background matching there is a likelihood of simply choosing people with college degrees or those having particular backgrounds -- without being concerned with those variables that might in fact predict job success. George Odiorne proposes an approach that calls for looking at the particular skills necessary to successfully perform a given job and then discerning whether or not a given individual has done similar tasks before. This approach may be very fruitful if the individual has had experiences that may relate to the performance of the job under consideration. In many cases, however, the person moving from the hourly ranks to the first line of supervision has not performed any tasks related to that job, so no adequate judgments may be made. In other words, when a man moves from non-supervisory to supervisory responsibilities a whole new set of behaviors must be evaluated. There may also be a problem if the standard of effective performance on a given job differs from one company to another.

Acting Assignments

Acting assignments provide another means of evaluating a man's potential for movement to a management job. A man who is made a temporary supervisor will be able to demonstrate whether he has the necessary abilities

to effectively supervise people. After a period of time he will have been either successful or unsuccessful and may be dealt with accordingly. But the major problem arises in dealing with people who have not made the grade. It goes without saying that demotions on the scale necessary to evaluate large numbers of candidates for management would seriously hinder the effective functioning of the organization. The damage that large-scale promoting and demoting would do to morale, as well as the actual cost involved, appear to make this method prohibitive from a practical standpoint. This is not to say that a vacation relief promotion may not in some cases provide valuable information about a man's capabilities for promotion to a supervisory job, but as a selection tool this method appears to have definite limitations.

Simulation

Simulation, or the behavioral approach, has been used for some time in the selection of particular individuals for particular jobs. It is the selection technique to which this chapter gives the greatest attention. Simulation seems to offer a compromise between many of the earlier procedures, retaining the major strengths of each

without being subject to the drawbacks outlined in the previous sections. Essentially, simulation attempts to duplicate the critical aspects of a job and provide standardized conditions under which individuals are given a chance to exhibit skills in those areas deemed critical to that position. Candidates for supervisory positions are put through certain exercises while their behavior is evaluated by a group of observers selected for this purpose.

New Developments in the Preparation of Educational Leaders

Are today's beleaguered school administrators adequately prepared for the challenges and tribulations of their jobs? Confronted increasingly by conflicting demands and expectations, by declining public confidence and support, by escalating violence and vandalism, by the wages of racial prejudice and drug abuse, by militant teachers and hostile students, and by countless other problems -- can they depend upon the abilities and insights gained during their professional training programs to pull them through?

Answers to these questions vary among institutions and individuals, depending upon both philosophy and

experience. Some believe that preparatory programs contribute substantially to successful performance. Others believe that what preparatory programs can achieve is largely dependent upon the capabilities already possessed by those who enroll in them. And still others believe that preparatory programs play a negligible, or even dysfunctional, role in developing the knowledge, attitudes, and skills required for effective educational leadership. While there are germs of truth in all of these beliefs, the lamentable fact is that no one really knows what influence leadership training has upon administrative performance in schools.

It is clear, however, that professors in leading universities are not using this absence of convincing evidence as an excuse for avoiding efforts to improve their preparation programs. On the contrary, numerous changes have been made and today's leadership training in education is vastly different (and, hopefully, better) than that of 15 or 20 years ago. While major problems and weaknesses still exist, many of these are recognized by program designers and several promising new thrusts are emerging to address them. It is the purpose of this chapter to report some of the major recent trends,

typical current problems, and promising emergent prospects in the preparation of educational leaders.

Some Major Recent Trends¹³

Two decades ago it was not uncommon for a student of educational administration to qualify for the doctorate by listening to the personal anecdotes of a former superintendent for a required number of hours, dogging the heels of a single practitioner for a full academic year, counting heads in a population survey, and completing a dissertation on some aspect of school plumbing or athletic equipment. Today it is not unusual to find a prospective administrator leading discussions in an advanced sociology seminar, solving problems in a multimedia simulation laboratory, supervising personnel in a social welfare agency, or conducting multiple regression analyses in a computer center. These changes are the result of several recent trends in administrative preparation.

The predominant tendency in program content since the mid-fifties has been away from technique-oriented subjects based upon practical experience and toward theory-

¹³Much of this section is based on the findings of a survey reported in Jack Culbertson et al., Preparing Educational Leaders for the Seventies (Final Report, USOE Project No. 8-0230, 1969).

based substance drawn from social science disciplines -- notably sociology, social psychology, economics, and (more recently) political science and anthropology. The administrator has come to be viewed as an applied social scientist, whose decision-making and problem-solving behavior can be more intelligently informed by theoretical insights than by procedural "cookbooks." In operationalizing this perspective some departments of educational administration have employed professors trained in the disciplines. The majority, however, send their students "across campus" to take courses in social science departments, which not only can put the educational administration student at a competitive disadvantage with his new classmates who hold undergraduate majors in the disciplines, but also vests in him the onerous responsibility of determining the applicability of selected theories to administrative practice. Nevertheless, there is no question that program designers have warmly embraced the social sciences.

A second major shift in focus has occurred in the nature of field experiences employed in preparation. The traditional internship (wherein the student is assigned to observe and assist a single principal

or superintendent in virtually everything he does for the better part of a year) is giving way to the rotating internship, in which the student spends a few weeks in each of several differing settings with which today's school administrators must be familiar.¹⁴ Typical stations of rotating interns include not only local, state, and federal education agencies, but also such school-related locations as mayors' and city planners' offices, health and welfare agencies, local police and recreation departments, business organizations, professional associations, and state legislatures.

With respect to instructional approaches, there has been an obvious rejection by many professors (and students) of a heavy reliance on the erstwhile lecture-and-textbook approach to teaching. The case methodology employed by many business schools has been adopted by trainers of school administrators, and (more recently) extensive, multi-media simulations have been introduced.

¹⁴For a discussion of the rotating internship, see Anthony M. Cresswell and Robert J. Goettel, "Rotating Internships and Situational Analyses," UCEA Newsletter, February, 1970, pp. 7-9.

The latter (say, for the role of an urban elementary school principal) typically consist of written, filmed and taped background information describing a prototype community, school system, and elementary school in terms of such factors as history, geography, demography, politics, economics, legal codes, staff and student personnel, social class, interagency relations, and the like; and they also contain sets of problem stimuli in the form of written "in-basket" items, filmed case incidents, and audiotaped interruptions. The student assumes the role of the principal for the simulated school, digests the background information, and then takes action on the problem stimuli. While simulations fall short of reality (especially in that they are almost risk-free), they are effective vehicles for analyzing administrative behavior through the application of theoretical insights.

A fourth clear trend, related to the first, has evolved in the staffing of preparatory programs. Not only are university departments employing fewer generalists with administrative experience and more young scholars with social science backgrounds, but the ways of defining professorial specializations are changing as well. In the fifties, areas of expertise were typically described in terms of educational levels (e.g., elementary administration)

or task areas (e.g., personnel administration). During the sixties it became common to define specializations on the basis of academic subdisciplines (e.g., economics of education) or bodies of theory (e.g., organizational behavior). And it is predicted¹⁵ that the seventies will see staff expertise differentiated increasingly in accordance with functional responsibilities so that, while most professors will continue to teach, they will describe themselves primarily as researchers (generating new knowledge), synthesizers (collating existing knowledge), or developers (applying knowledge to the resolution of problems in the field).

Some Typical Current Problems

Recent changes in administrative preparation have not solved all of the problems confronting program designers and, in fact, some of them have created new ones. An examination of the current scene reveals at least three major problem areas.

Student Input -- There are a number of characteristics that are becoming increasingly essential to educational leadership upon which training programs can have little, if any, impact -- characteristics such as vision, commitment,

¹⁵See, for example, Bryce M. Fogarty, "A Projection," Social Science Content for Preparing Educational Leaders, Jack Culbertson et al., eds. (Columbus: Merrill, 1972).

courage, creativity, and basic intelligence. To produce graduates with these traits, program designers must rely heavily upon the success of their identification, recruitment, and selection efforts.

At present the identification of administration students focuses almost exclusively upon the ranks of teachers. This practice has several potential drawbacks: Because teachers are trained and experienced in the traditions of past or present schooling, the likelihood that they will change it as educational leaders is debatable; there is no convincing evidence that teaching experience is related to effective administrative performance and, in fact, some researchers have suggested that no such relationships exists,¹⁶ and it seems foolish, in light of today's educational problems, to divest classrooms of their most competent teachers in order to turn them into school administrators. While classroom teachers should by no means be ignored in seeking candidates for leadership training, the practice of limiting the search to that pool seems myopic, unjustified, and perhaps dysfunctional.

Typical recruitment procedures are also unsatisfactory. They rely primarily upon either self-recommendation

¹⁶Neal Gross and Robert E. Herriott, Staff Leadership in Public Schools: A Sociological Inquiry (New York: Wiley, 1965), pp. 69-70.

or accident. Few systematic channels or methods have been created for effectively reaching potential educational leaders; nor have many well-conceived messages been developed to communicate to them the challenges and rewards associated with careers in school administration and the ways of preparing for such careers.

Common approaches to the selection of students are inadequate, too. They generally suffer from the fact that tests or measures which can validly predict the effectiveness of an individual's eventual leadership behavior are not available in educational administration. While this may be due in part to the difficulty of structuring reliable instruments, it results mainly from a failure among program designers to reach agreement on what effective leadership behavior in education is. Until it is defined operationally, selection practices will continue to be exercises in conjecture.

Content Omission -- A second major problem area at present concerns important omissions in the content of most preparatory programs. The essence of effective leadership is change that is carefully conceived and skillfully implemented. But discussions of change in training programs are generally limited to strategies for effecting it, stages through which it evolves, and its impact on individuals

and institutions (and vice versa). These discussions seem to be predicated on the belief that any change is good, which inevitably leads to a focus upon change for change's sake. The most basic question -- What change is desirable? -- tends to be ignored.

One essential approach to overcoming this omission is to help administration students recognize and refine their own value systems. Too many of them enter preparatory programs not knowing what they really believe in, and graduate no wiser in this respect. A school administrator must be clear in his own mind what a good society is and how education can best contribute to its achievement. Otherwise he has no sense of purpose, which can lead to decision-making in a random and incoherent fashion. The content of preparation should challenge the values of students and force them to defend their beliefs. In so doing, it should confront them with opposing value systems and beliefs, for they must certainly experience such confrontations once they become school administrators.

In addition, greater emphasis needs to be placed on developing the creative skills of prospective educational leaders. They must be trained to recognize the numerous (and often unconventional) action alternatives that are available in any problem situation. One approach to this

task can be through examining the work of futurists, who are constantly considering a variety of alternative futures and of ways to attain or avoid them. Administration students should be taught to think in these ways; at present only a few of them are.

Program Relevance -- A third current problem -- probably the most vexatious and pervasive of all -- involves the relevance of preparatory programs. With some justification, universities are frequently accused (particularly by urban school administrators) of not adequately training their students to cope with the perplexing realities of the "firing line." It is claimed that there is a theory-practice gap in administrative preparation.

To the extent that such a gap exists, it derives from various shortcomings, one of which is in the nature of university-field interactions. The part typically played by school administrators in such relationships is passive in nature: They accept student teachers and interns; they permit their institutions to be studied by university-based researchers; and they occasionally participate submissively in on-campus inservice training sessions. This one-sided exchange not only leads to some degree of ill-feeling on the part of practitioners toward professors,

but it also ignores the potential of the former to help design more relevant preparatory programs. Practicing school administrators could provide substantial assistance to professors in the recruitment and selection of students, the formulation of program plans and departmental policies, and the development of new instructional materials and field experiences. But opportunities for such input are seldom provided.

Program relevance also suffers because few universities differentiate significantly among the training experiences offered to those preparing for different careers in educational administration. Generally, for example, the prospective researcher and the future superintendent are recruited from the same talent pools, required to pursue similar courses of study, expected to complete equally scholarly dissertations, and judged by identical standards. Yet their projected careers involve very different skills, motivations, behaviors, settings, and products. Consequently, many preparatory programs are of limited pertinence to either researchers or practitioners of educational administration.

Another source of irrelevance, particularly in the training of practicing school administrators, is found in the recent social science "movement" discussed earlier.

Among the growing proportion of professors educated in the disciplines but not experienced in the schools are a number who have difficulty making connections between theory and practice. And both instruction and research employing the social sciences too often begin with disciplinary constructs and refer selectively to reality only to the extent that it can help verify scientific theory, rather than starting with actual problems and drawing upon conceptual substance to illuminate their critical components. This tendency is exacerbated by the typical approach of sending students across campus for their exposure to the social sciences.

Finally, program relevance suffers from the lack of systematic means of evaluating administrative preparation. Generally acceptable performance-based criteria for judging the effectiveness of training have not been established. Thus the primary standard of a student's capability is his satisfactory completion of the preparatory program; and the usual measure of a program's value is the successful placement of its graduates. Seldom are efforts made to validate the relevance of preparation experiences (except for an occasional, and usually ineffectual, opinion survey of alumni). This leaves many program designers in the untenable position of not knowing how well they are doing, or even what they are achieving in

behavioral terms -- a position which is not only philosophically unsound but also, one suspects, legally dangerous.¹⁷

Some Promising Emergent Prospects

These problems, however, are not being ignored by program designers. There are some developments now emerging which give cause for optimism about the continued improvement of preparation for educational leaders.

Talent Pools -- Intensified efforts are currently being launched to attract society's most capable leadership talent to administrative positions in education. One such endeavor, an interinstitutional project centered at the University of Washington, is an attempt to describe and interpret the legal factors which constrain the flow of top leadership talent into the school principalship and superintendency in the U.S.; serious questions are presently being raised concerning the efficacy of traditional state certification requirements for educational administrators. In a related cooperative project, a Cornell professor is exploring psychological and other barriers which inhibit the flow of leadership talent into the field

¹⁷For a discussion of the legal implications of this position, see Edwin M. Bridges and Melany E. Baehr, "The Future of Administrator Selection Procedures," Administrator's Notebook, January, 1971.

of education. The results of these two activities, sponsored by the University Council for Educational Administration (UCEA), will lead to changes that should increase the proportion of society's top leadership talent recruited for educational administration.¹⁸

Another effect to expand the talent pool from which educational leaders are recruited is the National Program for Educational Leadership (NPEL), supported by the U.S. Office of Education and designed to identify and recruit into school administration established leaders in such fields as law, social work, the ministry, business, industry, and government service. The program is not intended to lead to a university degree. Its curricular and instructional approaches are highly individualized and include internships, clinical services, and observation as well as access to courses, seminars, counseling, and independent study in each of the five participating institutions: City University of New York, Claremont Graduate School, Northwestern University, Ohio State University, and the University of Texas at Austin.

Talent pool expansion is also involved in a new emphasis on preparing American Indian school administrators, stimulated by the U.S. Bureau of Indian Affairs. Four

¹⁸The most recent results these activities are reported in the UCEA Newsletter, July, 1971, pp. 6-7.

universities -- Arizona State, Harvard, Minnesota, and Pennsylvania State -- have recently developed and implemented such programs, with the primary purpose of recruiting and training American Indians for leadership in both public and Indian schools. The Pen State program, for example, concentrates upon concepts related to educational policy making and involves internships and field work at the tribal, national, state, and local levels in addition to seminars and experiences on campus.¹⁹

New Sources of Content -- While emphasis upon the social sciences in administrative preparation continues, a number of programs are drawing increasingly upon the arts and humanities in an attempt to strengthen their offerings in the areas of values and creativity. Universities where this objective is being intensively pursued at present include Iowa, Miami, Minnesota, Ohio State, Syracuse, and Tennessee. The Tennessee program, for example, focuses upon two basic questions: "Who or what is man?" and "How does man communicate?"²⁰ Communication is considered in its broadest form and includes such areas as drama, art, music, architecture, and literature, with particular emphasis

¹⁹Patrick D. Lynch, "Preparing Red Administrators," UCEA Newsletter, April, 1971, pp. 11-13.

²⁰See, for example, Charles M. Achilles, "Employing the Humanities in Administrator Preparation," UCEA Newsletter, October, 1970, pp. 6-9; and Robin H. Farquhar, The Humanities in Preparing Educational Administrators (Eugene, Ore.: ERIC Clearinghouse on Educational Management, University of Oregon, 1971).

on their relationship to the school and the administrator. Man is viewed with reference to himself, other men and society, his creations, his philosophy, and his value orientations; reading sources range from Plato to Playboy.

The future context of education is another content area beginning to attract the attention of those preparing school administrators. Traditional disciplines seem neither committed nor organized in such a way as to provide prospective educational leaders with a comprehensive view of the future; yet that such a view is increasingly needed seems clear from the work of Toffler, Kahn, Wiener, and others. This need is explicitly recognized in a recent publication by a committee of the National Conference of Professors of Educational Administration,²¹ and it is being addressed directly through new program content and learning experiences offered at several institutions, including the University of Minnesota, New York University, the Ontario Institute, and Syracuse University.

A third emergent content area in administrative preparation draws upon the management and information sciences. Several universities now provide courses in systems analysis, operations research, quantitative

²¹Walter G. Hack, ed., Educational Futurism: 1985 (Berkeley: McCutchan Publishing Corporation, 1971).

management methods, and the like.²² A few, such as the University of Pittsburgh, are delving into the information sciences, covering such subjects as data retrieval and presentation, human information processing, man-machine communications and artificial intelligence.

Instructional Methods -- Several new developments are emerging in the area of instructional methods for preparing educational leaders. Simulation approaches, for example, are changing in the following ways: They are focusing more upon the processes of administration such as educational planning, and less on a single role such as the elementary school principalship; they are designed to develop anticipatory and proactive leadership styles rather than reactive, responsive styles; they are beginning to emphasize the concept of an administrative team, rather than that of the unilateral decision maker; their traditional descriptive material is being supplemented with interpretive and conceptual content to provide depth and meaning to the problems simulated;²³ they are attempting to provide participants with meaningful feedback about their

²²For a recently described program, see Jim Bruno, "UCLA Experience in Developing Courses in Quantitative Management Methodologies for School Administrators," UCEA Newsletter, January, 1971, pp. 8-11.

²³Jack A. Culbertson, "Guidelines for Preparing Interpretive Content on Monroe City and Its Schools" (Columbus: The University Council for Educational Administration, June, 1971), mimeo.

decision processes,²⁴ in some cases with the assistance of computers; and they are delving increasingly into the area of value analysis and clarification. These developments are all reflected in the comprehensive "Monroe City" simulation of an urban school system currently being completed under UCEA auspices.

New multimedia training packages for preparing educational leaders are not limited to the sets of role and process simulation materials referred to above. In addition, content and curriculum packages are emerging, designed for use in workshops, seminars, and courses with prospective and practicing school administrators. For example, the Harvard litigation packet, which has been developed under the joint sponsorship of the Harvard Center for Law and Education and the NAACP Legal Defense and Education Fund, contains two sets of materials dealing with Title I funds misuse and various students' rights issues. It includes model papers, judicial opinions, complaints, interrogatories, and other legal memoranda along with a complete annotated bibliography of current decisions and unreported appeals.²⁵

²⁴Alan K. Gaynor and L. Jackson Newell, "Structured Feedback Instruments," in John A. Blough et al., The Simulation of an Urban School System for Use in Preparing Educational Administrators (Final Report--Project No. 9-0544, U.S. Department of Health, Education and Welfare, November, 1971), pp. 137-53.

²⁵"Harvard Litigation Packets," UCEA Newsletter, October, 1970, p. 14.

Interorganizational Arrangements -- As the practice of educational administration becomes increasingly complex and preparatory programs concomitantly grow more sophisticated, the need for communication and cooperation among the various organizations involved in administrative preparation expands. Interuniversity cooperation is well exemplified by the development of the UCEA during the late fifties and sixties. The council consists of almost 60 leading universities in the U. S. and Canada that have met qualitative criteria with respect to advancing educational administration as a field of study. Its mission (to improve the professional preparation of administrative personnel in education) is pursued through cooperative efforts of the member institutions, which contribute human and material resources to interuniversity projects that exceed in scope and impact the capabilities of any single institution. In addition to extensive dissemination efforts, UCEA provides a variety of opportunities for teams of professors and students from different universities to combine their talents in the generation and dissemination of new program content, the conceptualization and implementation of new preparation strategies, and the development and testing of new instructional materials.

A related development is the USOE-funded general/special education administration consortium, which consists of 31 universities engaged in the preparation of special

education administrators, and whose primary goal is to better integrate their training programs with those for general educational administrators. A similar effort is being initiated in the field of vocational education administration, and other such cooperatives will likely emerge in the near future.

The Ford Foundation has also expressed interest in cooperative training thrusts for educational leaders and has funded programs in seven diverse university settings. While the variation is considerable among the participating institutions, the Ohio State University program is illustrative. It has three primary emphases: pre-service principalship training; mid-career sabbaticals for practicing administrators; and leadership team development. These efforts, along with those at Atlanta University, the University of Chicago, Claremont Graduate School, Columbia University, the University of Massachusetts, and the University of Pennsylvania, are designed to strengthen school leadership in urban settings. They recruit heavily from among minority populations in a national collaborative thrust to broaden the base of educational leadership through the inclusion of diverse ethnic groups. The NPEL program mentioned previously also is based strongly upon the concept of interinstitutional cooperation.

Another type of interorganizational arrangement is beginning to develop between university-based preparation programs and professional associations. For example, the National School Public Relations Association is interested in the improvement of preparation programs for its clientele, and joint efforts with university personnel are now under way to develop criteria and objectives for the introduction of such programs in a few graduate schools.

The USOE has recently funded substantial programs at UCLA, the University of Chicago, Florida, Harvard, Michigan, Pennsylvania, and the University of Texas which involve intensive interaction and cooperation between the universities and local school systems.

Interinstitutional cooperation in leadership development for education is also emerging on an international basis. In the summer of 1970 the Second International Intervisitation Program in Educational administration was held in Australia, with 40 professors and administrators from overseas countries participating.²⁶ The month-long program consisted of seminars, visitations, and a general conference designed to increase knowledge about educational administration in the countries represented. During the conference steps were taken to establish a

²⁶"Over 100 Participate in Australian Program," UCEA Newsletter, Vol. XII, No. 1 (October, 1970), pp. 5-6.

Commonwealth Council for Educational Administration, which will serve the interests of scholars and practitioners of educational administration throughout the British Commonwealth.²⁷ Preliminary planning is now under way for a third International Intervisitation Program to be held in England in 1974.

²⁷A Ross Thomas, "The Commonwealth Council for Educational Administration: A New Centre for Educational Leadership," The Journal of Educational Administration, October, 1971, pp. 128-34.

CHAPTER III
A DESCRIPTION OF THE DEVELOPMENT, COMPOSITION,
AND FIELD TESTING OF ACTIVITIES OF THE
ASSESSMENT CENTER

The last chapter described the related literature pertaining to assessment centers in industry and the current trends that colleges and universities have done in the training of future school administrators. This chapter describes the development of the assessment center, and provides a description of the activities which were tested in this study.

Development of the Assessment Center

Concept for School Administrators

As a result of the review of related literature, the investigator was able to contact the New England Telephone and Telegraph Company as to the feasibility of a group of University of Massachusetts students and their advisor to participate and study the activities of their assessment center in Boston. The company responded favorably and five members and advisor of a learning group participated.

The investigator was fortunate to be one of the two participants to score high on the assessment center activities. This created a good relationship with the officials of the assessment center to provide training for the investigator as an assessor and to learn the activities of the center. This was very essential since the investigator task was to train assessors from the learning group to assist him in the assessment of the participants that took part in the activities.

Development of Training Techniques
Training of Assessment Team for the
Assessment Center

Orientation for assessors was conducted at a learning group meeting at the University of Massachusetts. Background information about the activities of the assessment center was given and the need for the commitment of six individuals to be trained as assessors was expressed.

Six individuals volunteered to serve as assessors and the first training sessions included the viewing of a video tape from investigators comprehensive examination, which demonstrates an assessment activity. The next task was the development of five instruments; two instruments to be used by assessors, two by participants and one by a non-assessment individual.

The third training session consisted of the viewing of a video tape which the New England Telephone and Telegraph Company made of six University students participating in the Business Game Exercise at the Campus Center.

The last session of training was the use of six students from the Center for Leadership and Administration, University of Massachusetts, as a practice session using the two instruments and the School Board Problem.

The Development of Activities for the Assessment Center

The first exercise developed was the In-Basket Exercise. The idea was conceived from the in-basket exercise of the New England Telephone and Telegraph, Boston, Massachusetts. This was also the exercise that is used by the Bell Telephone Company, San Diego, California.

A similar in-basket was used in this study by Jaffee¹ because it was more feasible to use and score.

The second exercise which was used in this study was the Personal Interview Exercise. These are typical questions asked by personnel directors to acquire information about individuals professional preparation and to seek information regarding the individuals awareness of the school system and the community.

¹Cabot L. Jaffee, Effective Management Selection (Reading, Massachusetts: Addison-Wesley Publishing Co., 1971) pp. 79-99.

The third activity is the School Board Exercise that the New England Telephone and Telegraph Company uses in their assessment center.

These three activities were selected on the basis of acquiring information on behavior demonstrated by participants experiencing these activities.

The evaluation by the participants of the assessment center activities are very important in regard to the recommendations of this study.

Equally as important is the feedback the participant received as a result of participating in the assessment center activities.

A Description of the Activities of the

Assessment Center

The In-Basket Activity

This exercise consists of an organization chart and an in-basket. The in-basket contains the material the secretary has left at the administrators desk for the participants attention--letters, reports, memoranda, etc. The participant has one hour to do as much as he/she can toward taking care of the problems which the materials present. The notes that each participant is required to make to explain the action he/she has taken on the various items in the in-basket may be reviewed at the convenience of the evaluator. After this review the evaluator has an interview with the participant

in which he brings up the questions in the scoring sheet (see Appendix A). The evaluator takes notes on both the participant's written work and the interview and includes his impressions when he marks the List of Skills to be Evaluated and the Evaluation Scoring Sheet.²

Because of the way the participants are evaluated, only one evaluator need be present to administer this exercise. This is the one exercise in which a single evaluator can observe the physical activities of the participants without significant loss of information. This evaluator reads the instructions to the participants, hands out the in-basket materials, and sees that participants complete the exercise in the time given and without discussing it among themselves. (Note: So that participants will not get the wrong impression, in-basket materials should be shuffled out of numerical order before they are passed out.)

This is the one exercise in which no participant should be affected by the performance of any other participant, therefore, it is advisable that each participant's work space be separated from that of the others--either by a little distance, as with separate tables, or by small partitions when tables are shared. Each participant has

²Ibid., p. 74.

some paper clips and materials for taking notes. The evaluator hands out the in-basket materials to the participants as soon as the assessor has read them the instructions.

A Description of the Personal

Interview Exercise

The personal interview was developed to acquire personal information about the participant that was essential in order to rate that participant in areas that were not covered in the in-basket or the board exercise. This exercise consists of questions pertaining to the participant's professional background, knowledge of the school district, school committee, teachers, students, and school policies. It is also designed to acquire information about the participant's awareness of the community problems and the time the participant has been with the school district and the participant's professional goals.

A Description of the Activities of

the School Board Exercise

The six participants in the School Board Exercise should be seated utilizing a long table or group of tables forming a semi-circle.

They are distributed the materials for the exercise and instructions given by the assessor. A topic is assigned to each participant.

The participants work for twenty minutes in preparation for an oral presentation.

The oral presentation is scheduled for five minutes for each participant. Chalk boards or other materials in the room may be utilized for the presentation.

After the oral presentation the participants have an opportunity to interact with each other.

The main objective of the exercise is to convince the other members of the board of the importance of their particular topic utilizing their leadership skills.

A Description of the Materials
of the Assessment Center
In-Basket Exercise

Physical Appearance--The items of the In-Basket Exercise are enclosed in a 8½ x 11 manila envelope.

Contents--The contents of the In-Basket Exercise are summarized as follows:

1. Introduction, which describes the activity.
2. Instructions, which outlines in detail the procedures used to complete the exercise.
3. An envelope with paper clips for the purpose of attaching notes and memos to the items.
4. A tablet of lined paper for the purpose of making notes, writing letters, etc.

Personal Interview Exercise

Physical Appearance--One sheet of paper containing five questions that the assessor uses for obtaining information from the participants.

School Board Exercise

Physical Appearance--The items of the School Board Exercise are enclosed in an 8½ x 11 manila envelope.

Contents--The contents of the School Board Exercise are summarized as follows:

1. Title page "School Board Allotment Issue-Elementary Schools."
2. "Facts Relating to the Allotment Issue"
3. Topics include information about the school district on transportation, school personnel, pupil characteristics, building facilities, income and expenditures, and library facilities.
4. Color coding sheets as to the participants topics designation.
5. A self evaluation and evaluation of other participants scoring sheet.
6. Lined tablets and pencils for taking notes are included.
7. Chalk boards or other visual aids included in the room are optional.

Upon completion of the In-Basket Exercise, the participants should be able to:

1. Handle in-basket items according to priorities.
2. Form an impression of the organization.
3. Form an impression of the various members of the company.
4. Form an impression of the participants individual work characteristics, decision-making style, organization and planning style, leadership behavior and interpersonal characteristics.

Upon completion of the Personal Interview Exercise, the participant should be able to:

1. Form an impression as to the participant's range of interest in human activity.
2. Form an impression as to the participant's acceptance of the school's system values and policies.

Upon the completion of the School Board Exercise, the participant should be able to:

1. Form an impression as to the participant's leadership skills, energy, resistance to stress, self-objectivity, behavior flexibility, independency of supervisors, independency of others, initiative and personal impact on others.

2. Form an impression of the participant's perception in oral, written and social communication.

The Field Testing of Activities of the Assessment
Center In-Basket, Personal Interview and
School Board Exercises

The field testing of the assessment center activities took place in California and Massachusetts. In California the field testing was held at the Bell Telephone and Telegraph Company in San Diego, California. Twelve participants from the San Bernardino School District participated in this activity.

Field testing was also conducted in Massachusetts in the communities of Great Barrington, Rockland, Fitchburg, and Stoneham.

These communities ranged from lower socio-economic composition to middle and upper class. Included in the field testing were communities classified as rural, suburban, and urban.

There were thirty-eight participants involved with the activities of the assessment center. The participants were vice-principals, department heads, and counselors from senior high, junior high, and elementary schools, who are aspirants in becoming school principals.

Individuals were selected by their respective superintendents, or supervisors from school districts of communities previously mentioned.

In the original proposal graduate students from the Center for Leadership and Administration, University of Massachusetts and participants of a summer workshop were going to be part of the population study. Because of the instruments used that had to be completed by a superordinate, a subordinate and a peer, this was not possible.

CHAPTER IV

METHODOLOGY OF THE STUDY

In the previous chapter a description of the development, composition, and field testing of the activities of the assessment center were outlined.

This chapter will (1) delineate the process utilized in obtaining comparisons for behaviors observed in the assessment center activities; (2) delineate the study population; and (3) delineate the assessment procedures utilized in the comparative analysis of the suitability of the assessment center approach for the selection of school administrators.

Study Population

In this study the population was comprised of thirty-eight administrators. The administrator experienced the activities in groups of six. Only two administrators were used in the final group because four of the six participants were not administrators. Chapter III of this study presented a description of the field activities.

In the following section a description of the participants is presented in relation to the following

criteria: (1) age, (2) sex, (3) present position, (4) highest academic degree held, (5) setting of the school in which the administrator was employed, and (6) number of years of teaching experience, and (7) number of years administrative experience.

The Composition of the
Participants in Relation to
Age and Sex

In Table 1 the composition regarding the age and sex is presented.

TABLE 1
THE COMPOSITION OF THE PARTICIPANTS
IN RELATION TO AGE AND SEX

CHARACTERISTIC	ABSOLUTE FREQUENCY (N = 38)	RELATIVE FREQUENCY (Per Cent) (N = 38)
AGE		
37 and Under	13	34.2
38 to 43	12	31.6
Over 45	13	34.2
TOTAL	38	100%
SEX		
Male	27	71.1
Female	11	28.9
TOTAL	38	100%

The data indicates that thirteen participants belonged to the thirty-seven and under group, twelve belonged to the thirty-eight to forty-three group and thirteen belonged to the forty-five and over group. Also twenty-seven of the participants were male and eleven were female.

The Composition of the
Participants in Relation
to Present Position

In Table 2, the composition of the participants regarding their present position is presented.

TABLE 2

THE COMPOSITION OF THE PARTICIPANTS
IN RELATION TO PRESENT POSITION

CHARACTERISTIC	ABSOLUTE FREQUENCY (N = 38)	RELATIVE FREQUENCY (Per Cent) (N = 38)
Dept. Chairperson	17	44.7
Sec. Asst. Prin.	7	18.4
Elem. Asst. Prin.	1	2.6
Guidance Coun.	13	34.2
TOTAL	38	100%

The data in the table shows that seventeen participants were department chairpersons, seven were secondary assistant principals, one was an elementary assistant principal, and thirteen were guidance counselors. Approximately

eighty per cent of the participants were heads of department and guidance counselors.

The Composition of the
Participants in Relation
to Administrative Experience

In Table 3, the composition of the participants in relation to administrative experience is presented.

TABLE 3

THE COMPOSITION OF THE PARTICIPANTS
IN RELATION TO THE NUMBER OF YEARS
OF ADMINISTRATIVE EXPERIENCE

CHARACTERISTIC	ABSOLUTE FREQUENCY (N = 38)	RELATIVE FREQUENCY (Per Cent) (N = 38)
NUMBER OF YEARS OF ADMIN. EXPERIENCE		
1-2	12	31.5
3-4	14	37.0
5-17	12	31.5
TOTAL	38	100%

The data in the table shows that twelve participants had one through two years experience, fourteen participants had three through four years experience, and twelve participants had five through seventeen years experience.

These findings indicate that all participants had administrative experience.

The Composition of the
Participants in Relation
to the Setting of the
School

In Table 4, the composition of the participants in relation to the setting of the school in which the participant is employed is presented.

TABLE 4

THE COMPOSITION OF THE PARTICIPANTS IN
RELATION TO THE SETTING OF THE SCHOOL
IN WHICH THE PARTICIPANT IS EMPLOYED

CHARACTERISTIC	ABSOLUTE FREQUENCY (N = 38)	RELATIVE FREQUENCY (Per Cent) (N = 38)
SETTING OF SCHOOL		
Urban	3	7.9
Suburban	18	47.4
Rural	17	44.7
TOTAL	38	100%

The data in the table illustrates that three participants were employed in schools within urban settings, eighteen participants were employed in schools within suburban settings, seventeen participants were employed in schools within rural settings.

These findings indicate that the compositions of participants in relation to school of employment indicated

that over ninety per cent of the participants were employed within suburban and rural settings.

The Composition of the
Participants in Relation to
the Highest Academic
Degree Held

In Table 5, the composition of the participant in relation to the highest academic degree held is presented.

TABLE 5

THE COMPOSITION OF THE PARTICIPANTS IN RELATION
TO THE HIGHEST ACADEMIC DEGREE HELD

CHARACTERISTIC	ABSOLUTE FREQUENCY (N = 38)	RELATIVE FREQUENCY (Per Cent) (N = 38)
HIGHEST DEGREE		
Bachelors	8	21.1
Masters	3	7.9
Masters Plus	26	68.4
CAGS	1	2.6
TOTAL	38	100%

The data in the table illustrates that eight of the participants had a Bachelor's degree, three participants had a Master's degree, twenty-six of the participants had a Master's degree plus, and one participant had a CAGS.

The findings indicate that over seventy-five per cent of the participants had their Master's and Master's plus degree.

The Composition of the
Participants in Relation
to the Socio-Economic
Setting in Which the
Participant was Employed

In Table 6, the composition of the participants in relation to the socio-economic school setting is presented.

TABLE 6

THE COMPOSITION OF THE PARTICIPANTS IN RELATION
TO THE SOCIO-ECONOMIC SETTING IN WHICH THE
PARTICIPANT WAS EMPLOYED

CHARACTERISTICS	ABSOLUTE FREQUENCY (N = 38)	RELATIVE FREQUENCY (Per Cent) (N = 38)
SOCIO-ECONOMIC SETTING		
Upper	1	2.6
Middle	25	65.8
Lower	12	31.6
TOTAL	38	100%

The data in the table illustrates that one participant was employed in an upper socio-economic school setting, twenty-five participants were employed in a middle socio-economic school setting, and twelve participants were employed in a lower socio-economic school setting.

The findings indicate that approximately sixty-six per cent of the participants were employed in a middle socio-economic school setting.

The Composition of the
Participants in Relation
to the Type of School
Setting in Which the
Participant was Employed

In Table 7, the composition of the participants in relation to the type of school setting in which the participant was employed is presented.

TABLE 7

THE COMPOSITION OF THE PARTICIPANTS IN RELATION
 TO THE TYPE OF SCHOOL SETTING IN WHICH THE
 PARTICIPANTS WERE EMPLOYED

CHARACTERISTIC	ABSOLUTE FREQUENCY (N = 38)	RELATIVE FREQUENCY (Per Cent) (N = 38)
TYPE OF SCHOOL SETTING		
Elementary	1	2.6
Junior High School	9	23.7
Senior High School	28	73.7
TOTAL	38	100%

The data in the table illustrates that one participant was employed in an elementary school setting, nine of the participants were employed in a junior high school setting, and twenty-eight participants were employed in a senior high school setting.

These findings indicate that approximately ninety-seven percent of the participants were employed in a secondary school setting.

The Composition of Participants
in Relation to the School
Enrollment in Which They Were
Employed

In Table 8, the composition of the participants in relation to the school enrollment in which they were employed is presented.

TABLE 8

A COMPOSITION OF THE PARTICIPANTS IN RELATION
 TO THE SCHOOL ENROLLMENT IN WHICH THEY
 WERE EMPLOYED

CHARACTERISTICS	ABSOLUTE FREQUENCY (N = 38)	RELATIVE FREQUENCY (Per Cent) (N = 38)
SCHOOL ENROLLMENT		
200-800	8	21.0
800-1,000	16	42.1
1,000 plus	14	36.9
TOTAL	38	100%

The data in the table illustrates that eight participants were employed in a school setting of 200-800 school enrollment, sixteen participants were employed in a school setting of 800-1,000 school enrollment, and fourteen participants were employed in a school setting of 1,000 plus school enrollment.

These findings indicate that approximately ninety per cent of the participants were employed in a school setting from 800 to 1,000 plus.

The Composition of the
Participants in Relation to
the Number of Years
Teaching Experience

In Table 9, the composition of the participants in relation to the number of years teaching experience is presented.

TABLE 9

A COMPOSITION OF THE PARTICIPANTS IN RELATION
TO THE NUMBER OF YEARS TEACHING EXPERIENCE

CHARACTERISTIC	ABSOLUTE FREQUENCY (N = 38)	RELATIVE FREQUENCY (Per Cent) (N = 38)
NUMBER OF YEARS TEACHING		
3-10	13	34.2
11-15	12	31.6
16-28	13	34.2
TOTAL	38	100%

The data in the table illustrates that thirteen participants had three to ten years teaching experience, twelve participants had eleven to fifteen years teaching experience, and thirteen participants had sixteen to twenty-eight years teaching experience.

The findings indicate that over sixty-five per cent of the participants had from eleven to twenty-eight years teaching experience.

Summary

A description of the composition of the participant was presented in the preceeding sections. The data indicates that all of the administrators had administrator positions that ranged from vice-principals to counselors. The data indicates the different characteristics of each participant in regard to: (1) age, (2) sex, (3) present position held, (4) highest degree earned, (5) school setting, (6) number of years teaching experience, and (7) number of years of administrative experience.

Data Gathering and Processing

Five different methods were utilized in the study for determining the relationship between the selected behaviors of the participant exhibited during the "Assessment Center" activities and these behaviors as they are exhibited by the participant as he participated in the school setting. The methods were: (1) an overall rating sheet utilized by the assessors to record the behaviors exhibited by each participant for each of the three activities; (2) a list

of skills to be evaluated to determine the on-the-job behaviors of the participant in his school setting was completed by three persons who have worked with the participant; (3) "closed" questions on a written questionnaire for identifying the attitude of the participant toward the activities; (4) "open-ended" questions on a written questionnaire for identifying the attitude of the participant toward the activities; and (5) a pre- and post-semantic differential to determine the attitude of the participant to other methods of evaluation and the "Assessment Center" approach concept. These methods are separately delineated in the following sections.

The Procedures Utilized
for Recording the Behaviors
Which were Exhibited by
Each Participant During Activities

As the participants were taking part in the activities; trained observers observed each of the participants. By utilizing the overall rating sheets, the observers recorded the behaviors which were exhibited by each participant for each of the three activities. From these recorded observations, and through a discussion by the observers about each of the participants, the group of observers determined a score for each of the items on the List of

Skills to be Evaluated. This resulted in a Likert Scale Score for each of the various behaviors within the following major categories: (a) individual work characteristics, (b) decision-making style, (c) organization and planning style, (d) leadership style, and (e) interpersonal characteristics. (See Appendix C) Overall Rating Sheet.

The Procedures Utilized
for Recording the
Behaviors of Each Participant
On-the-Job

Three persons who had worked with the participant in his school setting, including at least one superordinate, one subordinate, and one peer were asked to fill out an individual form separately. The Likert Scale Score for each separate item as indicated by each rater was averaged. This resulted in an average scale score for each of the various behaviors within the four major categories. (See Appendix C) Administrator/Supervisor Relation Questionnaire.

Questions Pertaining to the
Interest and Value of
the Assessment Center
Experience

There were two questions designed to find out (1) how interesting the participant perceived the assessment center experience to be, and (2) the learning value of the

assessment center experience to the participants. The questions are shown in Figure 1. The first question utilized five response categories. There are two categories that solicited responses indicating positive attitudes and two categories that solicited responses indicating negative attitudes. The second question utilized the Likert-type five scale response categories. There were two categories that solicited responses indicating positive attitudes and two categories that solicited responses indicating negative attitudes. In addition there was one category that solicited a response indicating a neutral attitude.

1. I found participating in the assessment center experience
 - _____ a) very interesting
 - _____ b) somewhat interesting
 - _____ c) neither interesting nor boring
 - _____ d) somewhat boring
 - _____ e) very boring

2. I found participating in the assessment center experience
 - _____ a) a very valuable learning experience
 - _____ b) a learning experience of some value
 - _____ c) an experience which is neither valuable
nor worthless as far as my own learning
 - _____ d) an experience somewhat worthless
 - _____ e) an experience which was completely worthless

Figure 1 -- Questions concerned with interest in the assessment center experiences and the value to own learning.

Other Question Utilizing
the Likert-type Scale
Categories

There were three additional questions utilizing the Likert-type five scale categories for soliciting responses. These questions are shown in Figure 2. These questions also contained five categories; two categories that solicited responses indicating positive attitudes, two categories that solicited responses indicating negative attitudes, and one category that solicited a response indicating a neutral attitude.

5. I feel that the experience I gained from participating in the assessment center
- _____ a) was definitely worth this amount of time
 - _____ b) was probably worth this amount of time
 - _____ c) may or may not have been worth this amount of time
 - _____ d) was probably not worth this amount of time
 - _____ e) was definitely not worth this amount of time
7. Now that I know what the assessment center experience is like, if I had had the choice I would
- _____ a) have definitely participated in the assessment center experience
 - _____ b) have probably participated in the assessment center experience

- _____ c) not know whether I would or would not have participated in the assessment center experience
 - _____ d) have probably not participated in the assessment center experience
 - _____ e) have definitely not participated in the assessment center experience
8. How excited would you be in recommending to a fellow administrator that he/she participate in this experience?
- _____ a) very excited
 - _____ b) somewhat excited
 - _____ c) no feeling either way
 - _____ d) would be reluctant to recommend it
 - _____ e) definitely would not recommend it

Figure 2 -- More Questions Utilizing the Likert-Type Five Scale Categories for Obtaining Responses.

The Procedures Utilized in
Processing and Analyzing
the Data from Questions
Incorporating Likert-Type
Categories

There were two methods utilized in analyzing the data accumulated from the questions. One method was to compute the number and percentage of the responses marked for each of the categories. The categories were lettered from (a) to (e) with the exception of one question which contained categories from (a) to (d). The (a) and (b) categories denoted positive attitudes in comparison to the (d) and (e) categories which denoted negative responses.

The question containing (a) through (d) categories denotes positive responses for (a) and (b) and negative attitudes for (c) and (d) categories. The (c) category in the other questions denoted a neutral response. The categories indicating positive attitudes, (a) and (b), and the categories indicating negative responses, (d) and (e) were combined, in most cases, to determine whether attitudes were positive or negative in direction. The neutral or (c) responses were not included in the analysis.

A second method utilized in the study was the determination of a weighted mean to the response categories of these questions. The values designated for the categories of responses are as follows:

(a) = 4; (b) = 3; (c) = 2;

(d) = 1; and (e) = 0.

The rationale for use of the weighted means for these questions was primarily for determining the differential attitudes that might exist toward the "Assessment Center."

An Additional "Closed" Question
On Attitude of Participants
Toward the Assessment Center's
Approach

A question to determine whether the participant would take time to participate in the assessment center

was included in the questionnaire and shown in Figure 3. The Scale utilized in this question has seven levels ranging from "low priority" to "high priority" with a neutral level in the middle of the scale. This scale ranged from 0 for "low priority" to 6 for "high priority." The question was processed, analyzed, and interpreted in a similar manner as the previous ones with the exception of the assigned numerical weight to the scale.

12. For the following question, place an X between the :_: which best represents your feelings.

During your "typical" work week, how much priority would you give to taking time out to participate in an assessment center?

High Priority :_: :_: :_: :_: :_: :_: :_: Low Priority

Figure 3 -- This question was designed to find out whether the participant would take the time to experience the activity.

Procedures Used for Determining
Attitude of Participants Relating
the Assessment Center Experience
Through Utilization of "Open-ended"
Questions

A number of "open-ended" questions were also in the questionnaire to determine the participant's attitude towards the activities. These questions were designed to acquire additional data.

Four of these "open-ended" questions related to the attitude of the participants toward the experience of the assessment center. These questions are shown in Figure 4.

3. What was the major strength of the assessment center?
4. What was the major weakness of the assessment center?
6. If it were discovered that the assessment activities were too time consuming, and you were involved in revising it, what portion would you definitely keep in the assessment center?
9. Briefly state what you feel you have learned from the assessment center experience.

What other existing evaluation method would you have preferred in order to learn this?

Figure 4 -- "Open-ended" questions on soliciting the participant's attitude toward the assessment center.

The questions were included in the questionnaire to solicit responses regarding (1) the perception of the participants as to what knowledge is acquired through the assessment center experience; and (2) the major strengths and weaknesses of the experience.

There were two groups of statements included in the questionnaire to obtain positive or negative responses from the participant. These questions are shown in Figure 5.

10. Complete the following statements:

- a) the in-basket exercise _____
- b) the interview _____
- c) the board of education problem _____
- d) the feedback session _____
- e) one change that I would make in the assessment center _____
- f) one aspect of the assessment center which should definitely remain the same _____

15. Please complete the following statements:

- a) I would spend time participating in an assessment center only if _____
- b) I would definitely not spend time participating in an assessment center if _____
- c) If I were given the opportunity to participate in an assessment center on a day in a "typical" work-week, I would _____

Figure 5 -- Two groups of completion questions designed to obtain attitudinal responses and the general approach to the assessment center experience.

The first group of statements relate to the specific experiences and the second group relate to the assessment center approaches.

13. The major strengths of the assessment center approach as an evaluation technique:
14. The major weaknesses of the assessment center approach as an evaluation technique:
16. What kinds of skills and knowledge do you think could be learned through participation in an assessment center?
17. Any additional comments.

In Figure 6, there are two groups of incomplete statements and questions designed to obtain additional specific responses relating to the experiences and assessment approaches.

The responses for each of the "open-ended" questions were categorized so that the collected data could be analyzed. The various response categories were computed as to total number and per cent and compared with the computed responses of the "closed" questions for determination of existence of patterns.

Procedures Utilized for Obtaining
the Attitude of the Participant
Toward Assessment Center Approach
in Comparison to Other Types of
Selection Approaches

There were two procedures utilized in this study in an effort to obtain the attitude of the participant toward the assessment center approach in comparison to other types of selection approaches. The question called for the participants to rank in order of preference a list of six types of selection approaches. This question is shown in Figure 6. Also there were two blank lines included in the answer section of the question in which the participants had the opportunity to present additional selection approaches to the list.

11. Suppose you were being considered for an administrative position in your school district, rank the following approaches in order of preference which in your opinion is a better method of selection.
- _____ a) A personal interview by personnel director and/or superintendent
 - _____ b) Recommendation by superordinate
 - _____ c) Administrative tests
 - _____ d) Interviewed by committee composed of parents, student, peers
 - _____ e) Participate in assessment center activities

(Below add methods of selections that you might choose as an alternative.)

_____ f) _____
 _____ g) _____

Figure 6 -- This question solicits the participant's response to rank order selection approaches according to preference.

The collected data was processed by (1) computing the number of times each approach was ranked according to order of preference; and (2) assigning to each response a numerical value and determining for each answer the weighted mean score. Figure 7 illustrates the assigned numerical values.

Figure 7 -- Assigned numerical value to rank preference given for each answer for Question #11.

Also a semantic differential scale was used for obtaining the attitude of the participant toward the assessment center approach. This scale is presented in the next section.

Utilization of the Semantic Differential Scale

The semantic differential scale was utilized to determine the reactions of the participants to two concepts: (1) "Other methods of selection of school administrators;" and (2) "The assessment center concept for selecting school administrators."

The semantic differential scale and polar traits are illustrated in Figure 8 and Figure 9.

Values were assigned to the seven possible response positions as illustrated and analyzed.

Good : 6 : : 5 : : 4 : : 3 : : 2 : : 1 : : 0 : Bad

Then the mean scores relating to the two concepts were computed for the pre- and post-texts. Also the nineteen polar traits were assigned to five groups. In the next step the mean scores were computed to obtain the mean scores for the factors: (1) evaluation, (2) potency, (3) receptivity, (4) activity, and (5) miscellaneous.

The five factors and related groups of polar traits are listed below.

1. Evaluation = (good-bad), (comfortable-uncomfortable), (useless-useful), and (true-false).
2. Potency = (weak-strong), (free-constrained), (prohibitive-permissive), and (shallow-deep).

3. Receptivity = (boring-interesting),
(rough-smooth), and (attentive-inattentive).
4. Activity = (active-passive), (still-moving), (slow-fast), and (complex-simple).
5. Miscellaneous = (tense-relaxed),
(non-threatening-threatening),
(relevant-irrelevant), and (near-far).

A comparison in the mean correlated t scores of these factors was made between "other methods of evaluation" and the "assessment center approach".

PART I

ASSESSMENT PROCEDURES AVAILABLE WHICH COULD BE USED
TO EVALUATE YOU AS AN ADMINISTRATOR
(CONCEPT)

GOOD	:__:	:__:	:__:	:__:	:__:	:__:	:__:	BAD
COMFORTABLE	:__:	:__:	:__:	:__:	:__:	:__:	:__:	UNCOMFORTABLE
USELESS	:__:	:__:	:__:	:__:	:__:	:__:	:__:	USEFUL
TRUE	:__:	:__:	:__:	:__:	:__:	:__:	:__:	FALSE
WEAK	:__:	:__:	:__:	:__:	:__:	:__:	:__:	STRONG
FREE	:__:	:__:	:__:	:__:	:__:	:__:	:__:	CONSTRAINED
PROHIBITIVE	:__:	:__:	:__:	:__:	:__:	:__:	:__:	PERMISSIVE
SHALLOW	:__:	:__:	:__:	:__:	:__:	:__:	:__:	DEEP
BORING	:__:	:__:	:__:	:__:	:__:	:__:	:__:	INTERESTING
ROUGH	:__:	:__:	:__:	:__:	:__:	:__:	:__:	SMOOTH
ATTENTIVE	:__:	:__:	:__:	:__:	:__:	:__:	:__:	INATTENTIVE
ACTIVE	:__:	:__:	:__:	:__:	:__:	:__:	:__:	PASSIVE
STILL	:__:	:__:	:__:	:__:	:__:	:__:	:__:	MOVING
SLOW	:__:	:__:	:__:	:__:	:__:	:__:	:__:	FAST
COMPLEX	:__:	:__:	:__:	:__:	:__:	:__:	:__:	SIMPLE
TENSE	:__:	:__:	:__:	:__:	:__:	:__:	:__:	RELAXED
NON-THREATENING	:__:	:__:	:__:	:__:	:__:	:__:	:__:	THREATENING
RELEVANT	:__:	:__:	:__:	:__:	:__:	:__:	:__:	IRRELEVANT
NEAR	:__:	:__:	:__:	:__:	:__:	:__:	:__:	FAR

Figure 8 -- Pre-Semantic differential scale and polar traits.

PART II

ASSESSMENT CENTER APPROACH WHICH COULD BE USED
TO EVALUATE YOU AS AN ADMINISTRATOR
(CONCEPT)

GOOD	:__:	:__:	:__:	:__:	:__:	:__:	:__:	BAD
COMFORTABLE	:__:	:__:	:__:	:__:	:__:	:__:	:__:	UNCOMFORTABLE
USELESS	:__:	:__:	:__:	:__:	:__:	:__:	:__:	USEFUL
TRUE	:__:	:__:	:__:	:__:	:__:	:__:	:__:	FALSE
WEAK	:__:	:__:	:__:	:__:	:__:	:__:	:__:	STRONG
FREE	:__:	:__:	:__:	:__:	:__:	:__:	:__:	CONSTRAINED
PROHIBITIVE	:__:	:__:	:__:	:__:	:__:	:__:	:__:	PERMISSIVE
SHALLOW	:__:	:__:	:__:	:__:	:__:	:__:	:__:	DEEP
BORING	:__:	:__:	:__:	:__:	:__:	:__:	:__:	INTERESTING
ROUGH	:__:	:__:	:__:	:__:	:__:	:__:	:__:	SMOOTH
ATTENTIVE	:__:	:__:	:__:	:__:	:__:	:__:	:__:	INATTENTIVE
ACTIVE	:__:	:__:	:__:	:__:	:__:	:__:	:__:	PASSIVE
STILL	:__:	:__:	:__:	:__:	:__:	:__:	:__:	MOVING
SLOW	:__:	:__:	:__:	:__:	:__:	:__:	:__:	FAST
COMPLEX	:__:	:__:	:__:	:__:	:__:	:__:	:__:	SIMPLE
TENSE	:__:	:__:	:__:	:__:	:__:	:__:	:__:	RELAXED
NON-THREATENING	:__:	:__:	:__:	:__:	:__:	:__:	:__:	THREATENING
RELEVANT	:__:	:__:	:__:	:__:	:__:	:__:	:__:	IRRELEVANT
NEAR	:__:	:__:	:__:	:__:	:__:	:__:	:__:	FAR

Figure 9 -- Post-semantic differential scale and polar traits.

Interviewing Procedures Utilized for
Including Investigator Perceptor's
Into the Study

Interviews were conducted at random with some of the participants after they had experienced the activities. Information from these informal interviewing sessions was included as data in the analysis of the study.

Summary

The results of the information acquired through utilization of the assessment procedures was synthesized and compared for existing patterns.

The data collected from this process is presented and analyzed in the next chapter.

CHAPTER V
PRESENTATION AND ANALYSIS
OF THE FINDINGS

A description of the study population, and the gathering and processing of the data were presented in the last chapter. This chapter presents the data utilized for conclusive comparative analysis of the suitability of the activities of the assessment center approaches to each other and to other forms for the selection of school administrators.

There are five major sections outlined in this chapter. These sections are as follows:

1. the relationship between the selected behaviors of the participants exhibited during the assessment center activities and these behaviors as they are exhibited by the participants in his work environment,
2. a comparison of each item on the List of Skills Evaluated by obtaining the mean score, subtracting the differences in these mean scores to a correlated coefficients t test and t ratios determine if differences were significant,

3. attitude of the participants toward the assessment center activities,
4. a comparison of participants attitudes toward the assessment center approach and other types of selections of administrators,
5. investigator's perceptions based on informal interviews during the feedback of the participant's performance.

The Relationship Between
the Selected Behaviors of
the Participants Exhibited
During the "Assessment Center"
Activities and these Behaviors
as They Were Exhibited by the
Participants in His Work Environment

The ratings of the participants toward the assessment center were determined by trained observers that observed who recorded the behaviors which were exhibited by each participant for each of the three activities. From these recorded observations, and through a discussion by the observers about each of the participants, the group of observers determined a score for each of the items in the List of Skills to be Evaluated.

The selected behaviors of the participants as these behaviors were exhibited in the school setting were determined by three persons who worked with the participant

in his school setting. They used a modified form of the List of Skills to be Evaluated to determine the on-the-job behaviors of the participants. Tables illustrating these responses are presented in the following section.

TABLE 10

RANGE OF INTEREST -- "TO WHAT EXTENT IS THIS INDIVIDUAL A BROAD, INTERESTING PERSON? TO WHAT DEGREE DOES THIS PARTICIPANT HAVE KNOWLEDGE IN AREAS OF HUMAN ACTIVITY?"

RATINGS	FREQUENCY DISTRIBUTION							
	ASSESSORS		SUPER-ORDINATE		SUB-ORDINATE		PEERS	
	No.	%	No.	%	No.	%	No.	%
LOW	0	0	0	0	0	0	0	0
UNSATISFACTORY	1	2.6	1	2.6	1	2.6	1	2.6
SATISFACTORY	7	18.4	5	13.2	9	23.7	3	7.9
VERY GOOD	20	52.6	14	36.8	23	60.5	13	34.2
OUTSTANDING	10	26.3	18	47.4	5	13.2	21	55.3
TOTAL	38	100%	38	100%	38	100%	38	100%

This table indicates that the ratings for "low and unsatisfactory" were identical, with other ratings indicating differences.

TABLE 11

SELF-OBJECTIVITY -- "HOW REALISTIC A VIEW DOES THIS INDIVIDUAL HAVE ON HIS OWN ASSETS AND LIABILITIES, ALSO HOW DOES HE EVALUATE HIS OWN PERFORMANCE AND ABILITIES?"

RATINGS	FREQUENCY DISTRIBUTION							
	ASSESSORS		SUPER-ORDINATE		SUB-ORDINATE		PEERS	
	No.	%	No.	%	No.	%	No.	%
LOW	1	2.6	0	0	1	2.6	0	0
UNSATISFACTORY	3	7.9	3	7.9	2	5.3	1	2.6
SATISFACTORY	8	21.1	11	28.9	12	31.6	4	10.5
VERY GOOD	21	55.3	19	50.0	22	57.9	23	60.5
OUTSTANDING	5	13.2	5	13.2	1	2.6	10	26.3
TOTAL	38	100%	38	100%	38	100%	38	100%

This table indicates that the ratings for "very good" were quite close with other ratings indicating differences.

The ratings by assessors and superordinate were close, with subordinate and peer ratings indicating differences.

TABLE 12

BEHAVIOR FLEXIBILITY -- "TO WHAT DEGREE DOES THIS INDIVIDUAL ADJUST HIS COURSE OF ACTION OR MODIFY HIS POINT OF VIEW TO CHANGING CONDITIONS OR TAKE ADVANTAGE OF ADDITIONAL FACTS AND NEW INTERPRETATIONS WHEN PROPERLY MOTIVATED?"

RATINGS	FREQUENCY DISTRIBUTION							
	ASSESSORS		SUPER- ORDINATE		SUB- ORDINATE		PEERS	
	No.	%	No.	%	No.	%	No.	%
LOW	3	7.9	1	2.6	1	2.6	0	
UNSATISFACTORY	4	10.5	4	10.5	2	5.3	3	7.9
SATISFACTORY	8	21.1	8	21.1	12	31.6	2	5.3
VERY GOOD	19	50.0	21	55.3	22	57.9	25	65.8
OUTSTANDING	4	10.5	4	10.5	1	2.6	8	21.1
TOTAL	38	100%	38	100%	38	100%	38	100%

This table indicates that the ratings for "very good" are quite close with other ratings indicating differences.

The ratings by assessors and superordinates are close with subordinate and peer ratings indicating differences.

TABLE 13

INDEPENDENCY OF SUPERVISORS -- "HOW LIKELY IS THIS INDIVIDUAL TO TAKE ACTION INDEPENDENT OF HIS BOSS OR THOSE WHOM HE SEES AS HIS SUPERIORS?"

RATINGS	FREQUENCY DISTRIBUTION							
	ASSESSORS		SUPER- ORDINATE		SUB- ORDINATE		PEERS	
	No.	%	No.	%	No.	%	No.	%
LOW	1	2.6	0	0	1	2.6	1	2.6
UNSATISFACTORY	4	10.5	4	10.5	3	7.9	1	2.6
SATISFACTORY	9	23.7	7	18.4	14	36.8	10	26.3
VERY GOOD	21	55.3	22	57.9	19	50.0	21	55.3
OUTSTANDING	3	7.9	5	13.2	1	2.6	5	13.2
TOTAL	38	100%	38	100%	38	100%	38	100%

This table indicates that the ratings for "low" and "very good" are quite close with other ratings indicating differences.

The ratings by assessors and superordinates are close, with subordinate and peer ratings indicating differences.

TABLE 14

INDEPENDENCY OF OTHERS -- "HOW LIKELY IS THIS
INDIVIDUAL TO TAKE ACTION INDEPENDENT OF HIS ASSOCIATES?"

RATINGS	FREQUENCY DISTRIBUTION							
	ASSESSORS		SUPER- ORDINATE		SUB- ORDINATE		PEERS	
	No.	%	No.	%	No.	%	No.	%
LOW	1	2.6	0	0	1	2.6	1	2.6
UNSATISFACTORY	4	10.5	1	2.6	3	7.9	1	2.6
SATISFACTORY	9	23.7	8	21.1	14	36.8	10	26.3
VERY GOOD	21	55.3	25	65.8	19	50.0	21	55.3
OUTSTANDING	3	7.9	4	10.5	1	2.6	5	13.2
TOTAL	38	100%	38	100%	38	100%	38	100%

This table indicates that the ratings for "low" and "very good" are quite close with other ratings indicating differences.

TABLE 15

INNER WORK STANDARDS -- "TO WHAT EXTENT DOES THIS INDIVIDUAL ENDEAVOR TO DO A HIGH-QUALITY JOB EVEN THOUGH A LESSER ONE MIGHT BE ACCEPTABLE TO OTHERS?"

RATINGS	FREQUENCY DISTRIBUTION							
	ASSESSORS		SUPER- ORDINATE		SUB- ORDINATE		PEERS	
	No.	%	No.	%	No.	%	No.	%
LOW	0	0	0	0	0	0	0	0
UNSATISFACTORY	5	13.2	3	7.9	1	2.6	1	2.6
SATISFACTORY	5	13.2	6	15.8	10	26.3	3	7.9
VERY GOOD	22	57.9	22	57.9	23	60.5	22	57.9
OUTSTANDING	6	15.8	7	18.4	4	10.5	12	31.6
TOTAL	38	100%	38	100%	38	100%	38	100%

This table indicates that the ratings for "low" and "very good" were almost identical with other ratings indicating differences.

The ratings of assessors and superordinates were close with subordinates and peer ratings indicating differences.

TABLE 16

SCHOOL SYSTEM VALUES ORIENTATION -- "TO WHAT EXTENT HAS THIS INDIVIDUAL ACCEPTED THE SCHOOL SYSTEM AND COMMUNITY VALUES SUCH AS SCHOOL BOARD POLICIES, AND SUPER-ORDINATE MORES OF THE COMMUNITY, DEGREE OF PROFESSIONAL AUTONOMY, ETC?"

RATINGS	FREQUENCY DISTRIBUTION							
	ASSESSORS		SUPER-ORDINATE		SUB-ORDINATE		PEERS	
	No.	%	No.	%	No.	%	No.	%
LOW	1	2.6	0	0	0	0	0	0
UNSATISFACTORY	1	2.6	1	2.6	0	0	0	0
SATISFACTORY	8	21.1	6	15.8	13	34.2	6	15.8
VERY GOOD	20	52.6	24	63.2	23	60.5	26	68.4
OUTSTANDING	8	21.1	7	18.4	2	5.3	6	15.8
TOTAL	38	100%	38	100%	38	100%	38	100%

This table indicates that ratings for "low," "unsatisfactory" and "very good" were very close with other ratings indicating differences.

TABLE 17

RESISTENCE TO STRESS -- "TO WHAT EXTENT IS THIS PERSON'S PERFORMANCE EFFECTED WHEN PERFORMING IN A STRESS SITUATION; SUCH AS SITUATIONS WHERE HIS VIEWS ARE CHALLENGED, CRITICAL QUESTIONS ARE ASKED, UNCERTAINTIES OR UNKNOWNNS EXIST?"

RATINGS	FREQUENCY DISTRIBUTION							
	ASSESSORS		SUPER- ORDINATE		SUB- ORDINATE		PEERS	
	NO.	%	NO.	%	NO.	%	NO.	%
LOW	1	2.6	0	0	0	0	0	0
UNSATISFACTORY	4	10.5	3	7.9	1	2.6	2	5.3
SATISFACTORY	9	23.7	11	28.9	13	34.2	4	10.5
VERY GOOD	18	47.4	17	44.7	22	57.9	24	63.2
OUTSTANDING	6	15.8	7	18.4	2	5.3	8	21.1
TOTAL	38	100%	38	100%	38	100%	38	100%

This table indicates that the ratings for "low" and "very good" are very close with other ratings indicating differences.

The ratings by assessors and superordinates are close with subordinate and peer ratings indicating differences.

TABLE 18

ENERGY -- "HOW CONTINUOUSLY DOES THIS INDIVIDUAL SUSTAIN A HIGH LEVEL OF ACTIVITY?" (THIS IS NOT A MEASURE OF "OUTPUT")

RATINGS	FREQUENCY DISTRIBUTION							
	ASSESSORS		SUPER- ORDINATE		SUB- ORDINATE		PEERS	
	NO.	%	NO.	%	NO.	%	NO.	%
LOW	2	5.3	0	0	2	5.3	0	0
UNSATISFACTORY	1	2.6	0	0	0	0	1	2.6
SATISFACTORY	6	15.8	10	26.3	18	47.4	5	13.2
VERY GOOD	25	65.8	20	52.6	14	36.8	23	60.5
OUTSTANDING	4	10.5	8	21.1	4	10.5	9	23.7
TOTAL	38	100%	38	100%	38	100%	38	100%

The table indicates that ratings for "low", and "unsatisfactory" are close, with other ratings indicating differences.

TABLE 19

INITIATIVE -- "HOW ACTIVE IS THIS INDIVIDUAL IN STARTING NEW ACTION, INTRODUCING NEW DIRECTIONS, SETTING IN MOTION, THOUGHTS OR ACTIONS TOWARD ACHIEVEMENT OF THE OBJECTIVE?"

RATINGS	FREQUENCY DISTRIBUTION							
	ASSESSORS		SUPER-ORDINATE		SUB-ORDINATE		PEERS	
	NO.	%	NO.	%	NO.	%	NO.	%
LOW	1	2.6	0	0	0	0	0	0
UNSATISFACTORY	3	7.9	6	15.8	2	5.3	1	2.6
SATISFACTORY	9	23.7	4	10.5	10	26.3	7	18.4
VERY GOOD	15	39.5	21	55.3	22	57.9	23	60.5
OUTSTANDING	10	26.3	7	18.4	4	10.5	7	18.4
TOTAL	38	100%	38	100%	38	100%	38	100%

This table indicates that the ratings for "low" and "very good" are very close, with other ratings indicating differences.

TABLE 20

PERSONAL IMPACT -- "TO WHAT EXTENT DOES THIS INDIVIDUAL DEMONSTRATE AN ABILITY TO WORK WELL WITH PEOPLE? CONSIDERATION SHOULD BE GIVEN TO TACTFULNESS AND ACCEPTANCE BY OTHERS."

RATINGS	FREQUENCY DISTRIBUTION							
	ASSESSORS		SUPER- ORDINATE		SUB- ORDINATE		PEERS	
	NO.	%	NO.	%	NO.	%	NO.	%
LOW	2	5.3	0	0	0	0	0	0
UNSATISFACTORY	4	10.5	2	5.3	2	5.3	2	5.3
SATISFACTORY	8	21.1	9	23.7	16	42.1	5	13.2
VERY GOOD	18	47.4	22	57.9	18	47.4	28	73.7
OUTSTANDING	6	15.8	5	13.2	2	5.3	3	7.9
TOTAL	38	100%	38	100%	38	100%	38	100%

This table indicates that ratings by assessors and superordinates are very close, with ratings of subordinates and peers indicating differences.

TABLE 21

FORCEFULNESS -- "HOW PERSISTENTLY DOES THIS INDIVIDUAL PURSUE PERSONAL OBJECTIVES? TO WHAT EXTENT DOES HE INFLUENCE ACTION AND DEMONSTRATE PERSONAL CONVICTION. IS THIS AN ASSET OR LIABILITY?"

RATINGS	FREQUENCY DISTRIBUTION							
	ASSESSORS		SUPER-ORDINATE		SUB-ORDINATE		PEERS	
	NO.	%	NO.	%	NO.	%	NO.	%
LOW	1	2.6	0	0	0	0	0	0
UNSATISFACTORY	2	5.3	2	5.3	3	7.9	1	2.6
SATISFACTORY	12	31.6	11	28.9	17	44.7	9	23.7
VERY GOOD	19	50.0	21	55.3	17	44.7	24	63.2
OUTSTANDING	4	10.5	4	10.5	1	2.6	4	10.5
TOTAL	38	100%	38	100%	38	100%	38	100%

This table indicates that the ratings for "low", "unsatisfactory" and "outstanding" are above with other ratings indicating differences.

The ratings by assessors and superordinates are close with subordinates and peer ratings indicating differences.

TABLE 22

PERCEPTION --

A. ORAL -- "HOW WELL DOES THIS INDIVIDUAL RECOGNIZE AND RECALL USEFUL INFORMATION GIVEN ORALLY?"

B. WRITTEN -- "HOW WELL DOES THIS INDIVIDUAL RECOGNIZE AND RECALL USEFUL WRITTEN INFORMATION?"

C. "HOW READILY DOES THIS INDIVIDUAL PERCEIVE MINIMAL CUES IN THE BEHAVIOR OF OTHERS?"

RATINGS	FREQUENCY DISTRIBUTION							
	ASSESSORS		SUPER- ORDINATE		SUB- ORDINATE		PEERS	
	NO.	%	NO.	%	NO.	%	NO.	%
LOW	1	2.6	0	0	0	0	0	0
UNSATISFACTORY	4	10.5	2	5.3	2	5.3	2	5.3
SATISFACTORY	9	23.7	9	23.7	16	42.1	5	13.2
VERY GOOD	21	55.3	22	57.9	18	47.4	28	73.7
OUTSTANDING	3	7.9	5	13.2	2	5.3	3	7.9
TOTAL	38	100%	38	100%	38	100%	38	100%

The table indicates that ratings for "low", and "unsatisfactory" are close with other ratings indicating differences.

TABLE 23

ORAL COMMUNICATION -- "HOW GOOD WOULD THIS INDIVIDUAL BE IN PRESENTING AN ORAL REPORT IN A SMALL CONFERENCE GROUP? CONSIDER EFFECTIVENESS, POISE, VOCABULARY, SENTENCE STRUCTURE, COVERAGE OF SUBJECT, ETC."

RATINGS	FREQUENCY DISTRIBUTION							
	ASSESSORS		SUPER- ORDINATE		SUB- ORDINATE		PEERS	
	NO.	%	NO.	%	NO.	%	NO.	%
LOW	0	0	2	5.3	0	0	0	0
UNSATISFACTORY	1	5.3	1	2.6	3	7.9	0	0
SATISFACTORY	13	34.2	12	31.6	14	36.8	7	18.4
VERY GOOD	20	52.6	17	44.7	20	52.6	26	68.4
OUTSTANDING	3	7.9	6	15.8	1	2.6	5	13.2
TOTAL	38	100%	38	100%	38	100%	38	100%

This table indicates that all the ratings indicate differences.

TABLE 24

WRITTEN COMMUNICATIONS SKILL -- "HOW WELL CAN THIS INDIVIDUAL EXPRESS HIMSELF IN WRITINGS? CONSIDER COVERAGE OF SUBJECT, VOCABULARY, SENTENCE, LEGIBILITY, SPELLING, ETC."

RATING	FREQUENCY DISTRIBUTION							
	ASSESSORS		SUPER- ORDINATE		SUB- ORDINATE		PEERS	
	NO.	%	NO.	%	NO.	%	NO.	%
LOW	0	0	0	0	0	0	0	0
UNSATISFACTORY	2	5.3	2	5.3	1	2.6	1	2.6
SATISFACTORY	13	34.2	10	26.3	11	28.9	4	10.5
VERY GOOD	17	44.7	23	60.5	24	63.2	25	65.8
OUTSTANDING	6	15.8	3	7.9	2	5.3	8	21.1
TOTAL	38	100%	38	100%	38	100%	38	100%

This table indicates that the ratings for "low" and "unsatisfactory" are close, other ratings indicating differences.

The ratings by superordinate and subordinate are close with assessors and peers indicating differences.

TABLE 25

ORGANIZING AND PLANNING -- "TO WHAT EXTENT DOES THIS PERSON'S ORGANIZING AND PLANNING EFFECT INDIVIDUAL AND/OR GROUP ACTION IN A CONSTRUCTIVE MANNER? HOW WELL IS AVAILABLE INFORMATION (ORAL OR WRITTEN) USED IN ORGANIZING AND PLANNING?"

RATING	FREQUENCY DISTRIBUTION							
	ASSESSORS		SUPER-ORDINATE		SUB-ORDINATE		PEERS	
	NO.	%	NO.	%	NO.	%	NO.	%
LOW	3	7.9	0	0	0	0	0	0
UNSATISFACTORY	3	7.9	3	7.9	3	7.9	2	5.3
SATISFACTORY	7	18.4	9	23.7	10	26.3	3	7.9
VERY GOOD	19	50.0	22	57.9	23	60.5	28	73.7
OUTSTANDING	6	15.8	4	10.5	2	5.3	5	13.2
TOTAL	38	100%	38	100%	38	100%	38	100%

This table indicates that the ratings for "unsatisfactory" are close with other ratings indicating differences.

The ratings by assessors and superordinate are close with subordinate and peer ratings indicating differences.

TABLE 26

DECISION-MAKING -- "HOW LIKELY IS THIS INDIVIDUAL TO MAKE DECISIONS WHEN THEY ARE REQUIRED, AND HOW LIKELY ARE THE DECISIONS MADE TO BE OF HIGH QUALITY? TO WHAT EXTENT DOES THIS PERSON MAKE USE OF AVAILABLE ORAL AND/OR WRITTEN INFORMATION IN MAKING HIS DECISIONS?"

RATING	FREQUENCY DISTRIBUTION							
	ASSESSORS		SUPER-ORDINATE		SUB-ORDINATE		PEERS	
	NO.	%	NO.	%	NO.	%	NO.	%
LOW	2	5.3	2	5.3	0	0	0	0
UNSATISFACTORY	3	7.9	2	5.3	0	0	1	2.6
SATISFACTORY	12	31.6	10	26.3	15	39.5	5	13.2
VERY GOOD	16	42.1	20	52.6	22	57.9	30	78.9
OUTSTANDING	5	13.2	4	10.5	1	2.6	2	5.3
TOTAL	38	100%	38	100%	38	100%	38	100%

This table indicates that the assessors and super-ordinates are very close in rating with subordinate and peers indicating differences.

TABLE 27

LEADERSHIP SKILL -- "TO WHAT EXTENT DOES THIS INDIVIDUAL ASSUME RESPONSIBILITY FOR PRODUCING QUALITY RESULTS THROUGH PEOPLE WITHOUT AROUSING UNDUE RESENTMENT?"

RATINGS	FREQUENCY DISTRIBUTION							
	ASSESSORS		SUPER-ORDINATE		SUB-ORDINATE		PEERS	
	NO.	%	NO.	%	NO.	%	NO.	%
LOW	2	5.3	2	5.3	2	5.3	1	2.6
UNSATISFACTORY	6	15.8	3	7.9	1	2.6	1	2.6
SATISFACTORY	7	18.4	8	21.1	14	36.8	2	5.3
VERY GOOD	18	47.4	18	47.4	20	52.6	26	68.4
OUTSTANDING	5	13.2	7	18.4	1	2.6	8	21.1
TOTAL	38	100%	38	100%	38	100%	38	100%

This table indicates that the assessors and super-ordinate ratings are close with subordinate and peer ratings indicating differences.

TABLE 28

MEANS OF 18 RATINGS, ASSESSORS, SUPERORDINATES,
SUBORDINATES (AVERAGE LOCAL)

	ASSESSORS	SUPERORDINATE	SUBORDINATE	PEER	LOCALS
1. RANGE OF INTEREST	3.026	3.289	2.842	3.421	3.184
2. SELF-OBJECTIVITY	2.684	2.684	2.500	3.105	2.763
3. BEHAVIOR FLEXIBILITY	2.447	2.605	2.526	3.000	2.711
4. INDEPENDENCY OF SUPER.	2.553	2.737	2.378	2.737	2.675
5. INDEPENDENCY OF OTHERS	2.684	2.842	2.658	3.000	2.833
6. INNER WORK STANDARDS	2.763	2.868	2.789	3.184	2.947
7. SCH. SYSTEM VALUES ORIENT.	2.868	2.774	2.711	3.000	2.895
8. RESISTENCE TO STRESS	2.632	2.737	2.658	3.000	2.876
9. ENERGY	2.737	2.947	2.474	3.053	2.825
10. INITIATIVE	2.789	2.763	2.737	2.947	2.816
11. PERSONAL IMPACT	2.579	2.789	2.526	2.842	2.719
12. FORCEFULNESS	2.605	2.711	2.421	2.816	2.649
13. PERCEPTION	2.553	2.632	2.553	2.947	2.711
14. ORAL COMMUNICATION	2.632	2.632	2.500	2.947	2.693
15. WRITTEN COMM. SKILLS	2.711	2.711	2.711	3.053	2.825
16. ORGANIZING AND PLANNING	2.579	2.711	2.632	2.947	2.763
17. DECISION-MAKING	2.500	2.579	2.632	2.868	2.693
18. LEADERSHIP SKILLS	2.474	2.658	2.447	3.026	2.711

Attitude of the Participants
Toward the Assessment
Center Activities

The attitude of the participants toward the assessment activities were determined through utilization of open and closed questions enclosed in different sections in a questionnaire.

The closed questions are presented in the following section.

Closed Question Data

The results of the responses from the participants regarding degree of interest during their experience is presented in Table 29.

TABLE 29

RESULT OF THE RESPONSE TO THE COMPLETION OF THE
 STATEMENT. "I FOUND PARTICIPATING IN THE
 ASSESSMENT CENTER EXPERIENCE. . ."

RESPONSE PATTERN	(N = 38) No.	(N = 38) Per Cent
"VERY INTERESTING"	33	86.8
"SOMEWHAT INTERESTING"	5	13.2
"SOMEWHAT BORING"	0	0
"VERY BORING"	0	0
TOTAL	38	100%

The data in this table indicates that over eighty-six per cent of the participants in the assessment center found the experience to be interesting. It is important to note that none of the participants found the experience to be boring and none found the experience to be somewhat boring. These results appear to indicate that the participants found the assessment center experience interesting.

TABLE 30

RESULT OF THE RESPONSE COMPLETION OF THE
STATEMENT. "I FOUND PARTICIPATING
IN THE ASSESSMENT CENTER EXPERIENCE. . ."

RESPONSE PATTERN	(N = 38) No.	(N = 38) Per Cent
"A VERY VALUABLE LEARNING EXPERIENCE"	22	57.9
"A LEARNING EXPERIENCE OF SOME VALUE"	16	42.1
"AN EXPERIENCE WHICH IS NEITHER VALUABLE NOR WORTHLESS AS FAR AS MY OWN LEARNING"	0	0
"AN EXPERIENCE SOMEWHAT WORTHLESS"	0	0
"AN EXPERIENCE WHICH WAS COMPLETELY WORTHLESS"	0	0
TOTAL	38	100%

The data in Table 30 indicates that over fifty-seven per cent of the participants in the assessment

center experience found participating in the experience a valuable learning experience.

It is important to point out that no participants indicated that the assessment center experience was definitely a worthless learning experience.

In Table 31 is information related to a question asking if participant experience gained was worth their time.

TABLE 31

RESPONSE TO THE COMPLETION OF THE STATEMENT,
"I FEEL THAT THE EXPERIENCE I GAINED FROM
PARTICIPATING IN THE ASSESSMENT CENTER. . ."

RESPONSE PATTERN	(N = 38) No.	(N = 38) Per Cent
"WAS DEFINITELY WORTH THIS AMOUNT OF TIME"	27	71.0
"WAS PROBABLY WORTH THIS AMOUNT OF TIME"	10	26.3
"MAY OR MAY NOT HAVE BEEN WORTH THIS AMOUNT OF TIME"	1	2.7
"WAS PROBABLY <u>NOT</u> WORTH THIS AMOUNT <u>OF</u> TIME"	0	0
"WAS DEFINITELY <u>NOT</u> WORTH THIS AMOUNT <u>OF</u> TIME"	0	0
TOTAL	38	100%

The data indicates that over seventy per cent of the participants in the assessment experience indicates that the experience was worth their time. Also there were no responses from the participants to these categories "Was definitely not worth this amount of time" and "Was probalby not worth this amount of time." This confirms that the participants felt that the experience they gained in the assessemnt was worth their time.

Another question that the participants were asked to respond to was their choice in participating in the assessment center experience. This is shown in the following table.

The data in Table 32 indicates that over seventy-three per cent of the participants felt that they would have participated in the assessment center experience. There were no participants that definitely would not have participated in the experience.

TABLE 32

RESULT OF THE RESPONSE TO THE COMPLETION OF THE
STATEMENT, "NOW THAT I KNOW WHAT THE ASSESSMENT
CENTER EXPERIENCE IS LIKE, IF I HAD HAD THE
CHOICE, I WOULD. . ."

RESPONSE PATTERN	(N = 38) No.	(N = 38) Per Cent
"HAVE DEFINITELY PARTICIPATED IN THE ASSESSMENT CENTER EXPERIENCE"	28	73.7
"HAVE PROBABLY PARTICIPATED IN THE ASSESSMENT CENTER EXPERIENCE"	10	26.3
"NOT KNOW WHETHER I WOULD OR WOULD NOT HAVE PARTICIPATED IN THE ASSESSMENT CENTER EXPERIENCE"	0	0
"HAVE PROBABLY NOT PARTICIPATED IN THE ASSESSMENT CENTER EXPERIENCE"	0	0
"HAVE DEFINITELY NOT PARTICIPATED IN THE ASSESSMENT CENTER EXPERIENCE"	0	0
TOTAL	38	100%

In Table 33 the participants were asked if they would recommend a fellow administrator to participate in assessment center experience.

TABLE 33

RESULTS OF THE RESPONSE TO THE QUESTION,
 "HOW EXCITED WOULD YOU BE IN RECOMMENDING
 TO A FELLOW ADMINISTRATOR TO PARTICIPATE
 IN THIS EXPERIENCE. . ."

RESPONSE PATTERN	(N = 38) No.	(N = 38) Per Cent
"VERY EXICTED"	20	52.7
"SOMEWHAT EXCITED"	17	44.6
"NO FEELING EITHER WAY"	1	2.7
"WOULD BE RELUCTANT TO RECOMMEND IT"	0	0
"DEFINITELY WOULD <u>NOT</u> RECOMMEND IT"	0	0
TOTAL	38	100%

The data in Table 33 indicates that over fifty-two per cent of the participants in the assessment experience were excited in recommending the assessment center experience to a fellow administrator. No participants responded to the category "definitely would not recommend it."

TABLE 34

RESULTS OF THE RESPONSE TO THE QUESTION,
 "DURING YOUR 'TYPICAL' WORKWEEK HOW
 MUCH PRIORITY WOULD YOU GIVE TO TAKING
 TIME OUT TO PARTICIPATE IN AN ASSESSMENT
 CENTER?"

RESPONSE PATTERN	(N = 38) No.	(N = 38) Per Cent
HIGH PRIORITY (6)	23	60.5
(5)	13	34.3
(4)	2	5.2
(3)	0	0
(2)	0	0
(1)	0	0
LOW PRIORITY (0)		
TOTAL	38	100%

The data in Table 34 indicates that over ninety-four per cent of the participants ranked participation in the assessment center highest or second highest priority. None of the participants ranked in the third highest or middle priority, and none of the participants ranked it as lowest priority.

Summary

The data presented in this section appears to indicate that the participants had positive attitudes toward the assessment center experience. In reference to the data presented in the tables, the overwhelming majority of the participants responded positively. Also, it is encouraging to note that there were very few negative responses related to the assessment center experience.

It is premature to make any conclusions at this point. The participants were asked to respond to open-ended questions to supplement the information obtained from the closed questions. The data obtained from the open-ended questions is presented in the next section.

Open-ended Question Data

There were ten open-ended questions included in the questionnaire. These questions were described in Chapter IV. The results of the open-ended questions are presented in this section.

In the first question the participants were asked, "What was the major strength of the assessment center?"

TABLE 35

CATEGORIZED RESPONSES TO THE OPEN-ENDED QUESTION,
 "WHAT WAS THE MAJOR STRENGTH OF THE
 ASSESSMENT CENTER?"

CATEGORIES	NUMBER OF RESPONSES MADE	Per Cent
TRUE EXPERIENCE	10	26.3
GOOD EVALUATOR	7	18.5
MEANINGFUL	5	13.2
FEEDBACK	4	10.5
SKILL OF ASSESSORS	3	7.8
VARIETY OF ACTIVITIES	3	7.8
WELL ORGANIZED	2	5.2
DIFFERENT EXPERIENCE	2	5.2
CHALLENGING	1	2.7
OBJECTIVE	1	2.7
TOTAL	38	100%

The data indicates that approximately seventy-three per cent of the participants expressed that the major strengths of the assessment center was in the areas of being a true experience, a good evaluator of skills and a meaningful experience.

TABLE 36

CATEGORIZED RESPONSES TO THE OPEN-ENDED QUESTION,
 "WHAT WAS THE MAJOR WEAKNESS OF THE
 ASSESSMENT CENTERS?"

CATEGORIES	NUMBER OF RESPONSES MADE	Per Cent
TIME ELEMENT	15	39.5
EDUCATIONALLY ORIENTED	10	26.4
DELAY IN FEEDBACK	8	21.1
UNCOMFORTABLE	3	7.8
THREATENING	2	5.2
TOTAL	38	100%

The data on this table indicated that almost fifty per cent of the participants felt that they need more time in both the in-basket and school board activity. Many felt that the in-basket should be more educationally oriented and some felt that immediate feedback as to the results of scores were essential. A smaller percentage felt uncomfortable and threatening.

TABLE 37

CATEGORIZED RESPONSES TO THE OPEN-ENDED QUESTION,
 "IF IT WERE DISCOVERED THAT THE ASSESSMENT
 ACTIVITIES WERE TOO TIME CONSUMING AND YOU
 WERE INVOLVED IN REVISING IT, WHAT PORTION
 WOULD YOU DEFINITELY KEEP IN THE
 ASSESSMENT CENTER?"

CATEGORIES	NUMBER OF RESPONSES MADE	PER CENT
IN-BASKET ACTIVITY	24	63.2
ALL ACTIVITIES	10	26.3
SCHOOL BOARD ACTIVITY	3	7.8
INTERVIEW	1	2.7
TOTAL	38	100%

The data indicates that over sixty-three per cent would like to keep the in-basket exercise, twenty-six per cent would like to keep all activities, seven per cent wanted to keep the school board activity, and only two per cent wanted to keep the personal interview.

TABLE 38

CATEGORIZED RESPONSES TO THE OPEN-ENDED QUESTION,
"IF IT WERE DISCOVERED THAT THE ASSESSMENT
ACTIVITIES WERE TOO TIME CONSUMING AND YOU
WERE INVOLVED IN REVISING IT, WHAT PORTION
WOULD YOU REMOVE?"

CATEGORIES	NUMBER OF RESPONSES MADE	PER CENT
INTERVIEW	25	67.1
SCHOOL BOARD	11	27.7
IN-BASKET	2	5.2
TOTAL	38	100%

The data indicates that over sixty-seven per cent would like to remove the interview, twenty-seven per cent would like to remove school board, and only five per cent wanted to remove the in-basket.

TABLE 39

CATEGORIZED RESPONSES TO THE OPEN-ENDED
STATEMENT, "BRIEFLY STATE WHAT YOU FEEL
YOU HAVE LEARNED FROM THE ASSESSMENT
CENTER EXPERIENCE."

CATEGORIES	NUMBER OF RESPONSES MADE	PER CENT
SELF-EVALUATION	14	38.0
DECISION-MAKING TECHNIQUES	11	27.7
ORGANIZATION TECHNIQUES	10	26.4
PERFORM UNDER STRESS	2	5.2
UNSURE	1	2.7
TOTAL	38	100%

The data indicates that thirty participants viewed the experience as a self-evaluation technique, twenty-seven per cent as an incentive to make decisions, twenty-six per cent as an organizational technique, five per cent indicated that the activity forced them to perform under stress and one participant was unsure of what was learned.

TABLE 40
 CATEGORIZED RESPONSES TO THE OPEN-ENDED
 STATEMENT, "THE MAJOR STRENGTHS OF THE
 ASSESSMENT CENTER APPROACH AS AN
 EVALUATION TECHNIQUE. . ."

CATEGORIES	NUMBER OF RESPONSES MADE	PER CENT
OBJECTIVE	10	26.3
GROUP DYNAMICS	9	23.6
SELF-ASSESSMENT	9	23.6
LIFE-LIKE	5	13.2
FAIR	2	5.2
DIFFERENT	1	2.7
STRESSFUL	1	2.7
PERSONAL	1	2.7
TOTAL	38	100%

The data indicates that approximately twenty-seven per cent of the participants felt that the assessment center was objective, approximately forty-seven per cent believed that it was a good exercise in dynamics and a good method of self-assessment. Over thirteen per cent assessed the approach as very real-life situation. A smaller per cent felt that it was fair, different, stressful and had the personal touch.

TABLE 41
CATEGORIZED RESPONSES TO THE OPEN-ENDED
STATEMENT, "THE MAJOR WEAKNESSES OF THE
ASSESSMENT CENTER APPROACH AS AN
EVALUATION TECHNIQUE. . ."

CATEGORIES	NUMBER OF RESPONSES MADE	PER CENT
FEAR OF BEING ASSESSED	10	26.3
PRESSURE	10	26.3
LACK OF TIME	8	21.0
TIRESOME	5	13.2
TOO LONG	5	13.2
TOTAL	38	100%

The data indicates that over fifty per cent felt a fear of being assessed and the pressure to perform well. Twenty-one per cent indicated that there was a lack of time for completing the activities, approximately twelve per cent expressed a feeling of being tired and the same per cent felt that it was a long day.

TABLE 42

CATEGORIZED RESPONSES TO THE OPEN-ENDED
STATEMENT, "IF I WERE GIVEN THE OPPORTUNITY
TO PARTICIPATE IN AN ASSESSMENT CENTER ON
A DAY IN A 'TYPICAL' WORKWEEK, I WOULD. . ."

CATEGORIES	NUMBER OF RESPONSES MADE	PER CENT
PARTICIPATE	35	92.2
NOT PARTICIPATE	3	7.8
TOTAL	38	100%

The data in this table indicates that ninety-two per cent of the participants would definitely participate in the assessment center and eight per cent would rather not. It is interesting to note that the three participants that indicate that they would rather not were the ones that had the lowest scores.

TABLE 43

CATEGORIZED RESPONSES TO THE OPEN-ENDED QUESTION,
 "WHAT KINDS OF SKILLS AND KNOWLEDGES DO YOU THINK
 COULD BE LEARNED THROUGH PARTICIPATION IN AN
 ASSESSMENT CENTER?"

CATEGORIES	NUMBER OF RESPONSES MADE	PER CENT
GROUP DYNAMICS SKILLS	9	23.6
DECISION-MAKING SKILLS	9	23.6
LEADERSHIP SKILLS	4	10.5
SELF-EVALUATION SKILLS	3	7.8
COMMUNICATION SKILLS	3	7.8
PERFORMANCE UNDER STRESS SKILLS	2	5.2
SETTING PRIORITIES SKILLS	2	5.2
LISTENING SKILLS	2	5.2
THINKING SKILLS	1	2.7
ORGANIZATION SKILLS	1	2.7
PLANNING SKILL	1	2.7
SELF-AWARENESS SKILLS	1	2.7
TOTAL	38	100%

The data on this table illustrates that twenty-three per cent of the participants indicated that the activities were very dynamic, twenty-three per cent indicated that the activities forced them to make quick

decision, and ten per cent indicated that they learned leadership skill that they were not aware. Approximately fifteen per cent indicated that the experience made a personal impact on them and indicated that this is an excellent method of self-evaluation. Approximately sixteen per cent indicated that the activities forced them to perform under stress, organized them to set priorities and were especially elated to the fact that they received immediate feedback of their performance. Approximately eleven per cent indicated the activities of the assessment center gave them an opportunity to think the problems through quickly and improved their skills in organization, planning and self-awareness.

TABLE 44
CATEGORIZED RESPONSES TO THE OPEN-ENDED
QUESTION, "ANY ADDITIONAL COMMENTS?"

CATEGORIES	NUMBER OF RESPONSES MADE	PER CENT
VALUE OF FEEDBACK	10	26.3
QUALITY OF ASSESSMENT TEAM	7	18.5
VALUE FOR TEACHERS, COUNSELORS AND ANY ONE CONNECTED WITH EDUCATION	6	15.8
GOOD TECHNIQUE	4	10.5
TREMENDOUS EXPERIENCE	3	7.8
WELL ORGANIZED	2	5.2
ENJOYABLE	2	5.2
EXHAUSTING	2	5.2
COMPETITIVE	1	2.7
STRESSFUL	1	2.7
TOTAL	38	100%

The data indicates that over twenty-six per cent indicated that the value of feedback was the most important item in the assessment center experience. Approximately

eighteen per cent were impressed by the quality of the assessment team. Over fifteen per cent indicated that this experience could be valuable to other educators, especially those going into the field of education. Approximately eleven per cent indicate that this is a good technique for assessment of prospective administrator's skills, while over eight per cent stated that this was a tremendous experience. Over fifteen per cent indicated that the assessment center activities were well organized, exhausting, but enjoyable. Approximately three per cent indicated that in order to score well the participants had to be very competitive while another three per cent indicated that in some instances the activities became stressful.

Summary

The "closed" and "open-ended" types of questions were two techniques to compare the attitudes of the participants toward the assessment center experience. The results indicated a favorable attitude toward the activities they experienced. Some of the comments made by the participants were: "No other evaluation or method has done this to me," "I have learned the value of such

a program and am happy to have had a part in such a challenging activity," "Gave one the opportunity to have an evaluation of one's self and one's work," and "I am certain this is a worthwhile project and is a valuable device for determining ability and aptitude of people."

The Assessment Center
Approach Compared to
Other Methods of Evaluation

Question eleven in the questionnaire asked the participants to rank in order to preference, including the assessment center, various approaches as to which, in their opinion, is a better method of administrator selection. Added were two blank spaces to the list for the participants to add as alternatives.

The results of this question are illustrated on Table 45. The data indicates that over eighty-four (84.2 per cent) of the participants of the assessment center experiences favored this technique. This is very significant to the importance of the activities of the assessment center. Three participants ranked the experience as second, one gave it a third ranking, and two participants gave it a fourth ranking. It is interesting to note that no one gave the assessment center experience a fifth ranking. No additional choices were added to the list provided.

TABLE 45

THE ASSESSMENT CENTER ACTIVITIES RESULTS TO THE RANKING OF
OTHER APPROACHES IN PREFERENCE ORDER

	RESPONSES MADE (N = 38)				
	HIGHEST PREFERENCE 1	2	3	4	LOWEST PREFERENCE 4 and 5 COMBINED
	NUMBER OF RESPONSES				
A PERSONAL INTERVIEW BY PERSONNEL DIRECTOR AND/OR SUPERINTENDENT	4	18	9	5	2 (7)
RECOMMENDATION BY SUPER- ORDINATE	1	10	16	9	2 (11)
ADMINISTRATIVE TESTS	0	1	5	5	27 (32)
INTERVIEWED BY COMMITTEE COMPOSED OF PARENTS, STUDENTS, PEERS	1	6	7	16	7 (23)
PARTICIPATE IN ASSESSMENT CENTER ACTIVITIES	32	1	3	2	0 (2)

To acquire further information of participant's attitudes, the semantic differential scale was utilized. Specifically the scale was used to determine the reactions of the participants to two concepts: (1) (the pre-test) "other methods of evaluation" to determine selection of administrators, and (2) (the post-test) "assessment center approach" to determine selection of administrators. Results of these two approaches were compared by factors.

In Table 45, a comparison of the results of both concepts is illustrated.

Investigator Perceptions
Based on Interviews with
Participants After Their Experience
in the Assessment Center Activities

In this section, the investigator presents his perceptions based on informal interviews with the participants immediately after the feedback sessions.

All of the participants reacted in a positive manner towards the assessment center experience as a viable method of selecting school administrators.

Many found the in-basket experience challenging, excellent, very real, na eye opener and a good technique to force individuals to make decisions and commitments.

In the personal interview the general feeling was comfortable, enjoyable, but needed to be more extensive.

The school board presented excitements, frustration. Most of the participants felt that the experience was stimulating and challenging. Many felt that more time should be allotted for this activity.

The feedback was very enlightening for the investigator. Feedback had to be handled very carefully and became very sensitive at times. It is always a good feeling to give feedback to the participants that rated high, but became a sensitive task to give feedback to the participants who received the low ratings. Most of the participants felt that the feedback sessions were sensitive and honest, encouraging and fair. Some indicated that a follow-up feedback session after a year would be interesting.

Most participants felt that more time for each activity was necessary but understood the purpose of the time limit.

They all agreed that all the activities of the assessment center should be kept. Many of the participants indicated that the in-basket exercise should be more school-oriented.

Summary

It is the investigator's perception that the information received from the interview with the participants was honest and objective.

It is apparent, from the consensus of the participants that the assessment center method of selecting future school administrators is a very effective method.

TABLE 46

CORRELATION MATRIX: DEGREE OF RELATIONSHIP
 BETWEEN ASSESSORS AND LOCAL RATERS
 (Sum of 18 Ratings)

	Assessors	Super- Ordinates	Sub- Ordinates	Peers	Local
ASSESSORS	1.0	.954	.5631	.8529	.9192
SUPERORDINATE	.9541	1.0	.6239	.7791	.9321
SUBORDINATE	.5631	.6239	1.0	.5275	.7993
PEER	.8529	.7791	.5275	1.0	.8855
LOCAL	.9192	.9321	.7993	.8855	1.0

The finding indicates that administrators who were given high ratings also received high ratings by the local raters.

The findings showed high positive linear relationship, low ratings by assessors correspond to low ratings by locals.

TABLE 47

SEMANTIC DIFFERENTIAL, FIVE SUBSCALES (FACTORS)

CONCEPT	OTHER METHODS	ASSESSMENT METHOD	CORR.	CORR t	PROBABILITY
EVALUATION	16.39	21.5	.645	14.97	.001
POTENCY	15.47	20.7	.3956	9.89	.007
RECEPTIVITY	12.47	15.97	.2047	8.54	.109
ACTIVITY	15.97	21.15	.5089	12.56	.001
MISCELLANEOUS	16.65	21.68	.400	8.7	.007

In table 46 all of the factors (evaluation, potency, receptivity, activity, and miscellaneous) differentiated significantly between the other methods at the .001 level ($t = 14.97, 9.89, 8.54, 12.56, 8.7$ respectively).

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to compare the relationship between the selected behaviors of the participants exhibited during the "Assessment Center" activities and these behaviors as they are exhibited by the participants in his work environment. Also the suitability of the "Assessment Center" approach concept for the selection of school administrators. The findings were presented and analyzed in the preceding chapter. In this chapter the methodology used in the study was reviewed and the findings are summarized and presented. These findings will determine the outcome of the conclusions. Recommendations based on the conclusions are presented.

The Process

The study population involved in the field testing of the activities of the "Assessment Center" were thirty-eight administrators. The composition of

the administrators were vice-principals, department heads, administrator assistants and counselors.

The study incorporated a combination of five assessment procedures. These methods were: (1) by utilizing the Evaluation Scoring Sheet as a guideline, the observers recorded the behaviors which were exhibited by each participant for each of the three activities; (2) a modified form of the List of Skills to be Evaluated was used to determine the on-the-job behaviors of the participants; (3) "closed" question on a written questionnaire for identifying the attitude of the participants experience with the activities; (4) a comparison of the attitudes of the participants that experienced the activities were identified by the utilization of "closed" and "open-ended" questions were included; (5) a semantic differential pre- and post-test for identifying the attitudes of the participants toward assessment approaches; and (6) investigator's perceptions related to interviews after feedback session. A concise summary of these procedures were presented in the next section.

A List of Skills to be Evaluated form and a modified form of the List of Skills to be Evaluated were

used by assessors and local observers for determining the skills of the participants, this data was computed and compared.

"Closed" questions for determining the attitude of the participants toward the assessment experience were used. The questions were designed to determine the attitude of the participants relating to interest, learning value, worthwhile, and willingness to participate in the assessment center experience. The responses were computerized to determine the per cent in each category.

"Open-ended" questions for determining the attitude of the participants toward the assessment center experience were used. The participants were asked to respond to a number of "open-ended" questions that were used in the questionnaire to determine the participants' attitude toward the activities. The responses for each of the questions were categorized and computed as to total number and per cent. These questions were designed to acquire additional data.

A comparison of the attitudes of the participants experiencing the assessment center activities to other evaluation approaches was used. There were two methods

utilized in this study to obtain this information. A question in the questionnaire asked the participants to rank in order of preference a list of the types of assessment approaches. Included in this list was the assessment center approach. Additional two blanks were included in the answer section for the participants to add any approaches not included in the list. The collected data was processed by: (1) computing the number and times each approach was ranked according to order of preferences; and (2) assigning to each response a numerical value and determining for each answer the weighted mean score.

The semantic differential scale was utilized to determine the reactions of the participants to two concepts: (1) other methods of assessment experienced by the participants; and (2) the assessment center approach as an alternative approach for selecting school administrators.

The mean scores were computed for the following factors: (1) evaluation; (2) potency; (3) receptivity; (4) activity; and (5) miscellaneous. A comparison in mean scores of these factors was made between the two

sets of scores of the pre- and post-tests of the two concepts by means t ratios to determine if the differences were significant.

Investigators perception: Informal interviews with the participants were analyzed and utilized as supplementary data for formulating conclusions.

In the following sections the summary and conclusions are presented based upon data collected and analyzed from the procedures previously described.

Summary

A Comparison of the Participant's Ratings Scores to the Scores of the Local Raters is Summarized

The data indicates that the mean scores of the assessors and the mean scores of the local raters had a high correlation. The mean were computed through calculating correlation coefficients and t ratios. Also it is important to note that the superordinates correlation was the closest compared to the correlation of the assessors.

The results of the "closed" questions were positive. The data indicates that eighty-six per cent of participants found the assessment center experience

to be interesting. Over seventy per cent indicated that the experience was worth their time, while fifty-two per cent were very excited in recommending the experience to a fellow administrator. Approximately ninety-four per cent of the participants ranked participation in the assessment center experience highest or second highest in priority.

The data collected from the "open-ended" questions asking responses to the major strengths and weaknesses of the assessment center indicates that approximately seventy-three per cent of the participants expressed that the major strengths of the assessment center were in the areas of being a true experience, a good evaluator of skills, and a meaningful experience. Weaknesses were expressed by fifty per cent of the participants who felt that time was a constraint in completing the activities. Many felt that the in-baskets exercise should be more educationally oriented, while a smaller percentage felt uncomfortable and threatening.

The data indicated that over sixty per cent liked the in-basket exercise, while twenty-six per cent would like to keep all activities. Thirty-eight per cent of the participants viewed the experience as a self-evaluation technique, twenty-seven per cent as an incentive

to make decisions, twenty-six per cent as an organizational technique and five per cent indicated that the activity forced them to perform under stress.

In the responses to the question pertaining to major strengths of the assessment approach, the data indicated that approximately twenty-seven per cent of the participants felt that the assessment center was objective, approximately fifty per cent indicated that it was a good exercise in group dynamics and a good method of self-assessment. Over thirteen per cent assessed the approach as a real life situation. A smaller per cent felt that it was fair, different, stressful, and had the personal touch.

In the responses to the question pertaining to the major weaknesses of the assessment center approach, over fifty per cent of the participants felt a fear of being assessed and pressure to perform well. Twenty-one per cent indicated that there was a lack of time for completing the activities.

In response to the kinds of skills and knowledge did they think they learned through participation in an assessment center, the data indicated that over twenty-three per cent of the participants indicated that the

the activities forced them to make quick decisions. Approximately fifteen per cent indicated that the experience made a personal impact on them and they indicated that this was an excellent method of self-assessment. Approximately sixteen per cent indicated that the activities forced them to perform under stress, organized them to set priorities and were especially elated to the fact that they received immediate feedback of their performance.

The Assessment Center
Approach Compared to
Other Methods of Evaluation

The summarized results from the question that was asked the participant to rank in order of preferences various approaches including the assessment center which, in their opinion, was a better method of administrators selection, indicated that over eighty-four per cent of the participants of the assessment center experiences favored this technique. It is interesting to note that no one gave the assessment center experience a last ranking.

The data collected from the results of the semantic differential scale measuring the concept of the "assessment center approach" and the concept of "other evaluation

approaches" indicate that "assessment center approach" was preferred in comparison to "other evaluation approaches." The combined sum score on the evaluation component of other methods was 16.39 as compared to 21.5 on the evaluation of the assessment approach. The difference of 4.11 was found to be significant at the .001 level (corr. $t = 14.97$). For the potency component of other methods was 15.47 as compared to 20.7 on the assessment approach. The differences of 4.23 was found to be significant at the .007 level (corr. $t = 9.89$). For the receptivity component of other methods was 12.71 as compared to 15.97 on the assessment approach. The difference of 3.26 was found to be significant at the .109 level (corr. $t = 8.54$). For the activity component of other methods was 15.97 as compared to 21.15 on the assessment approach. The difference of 5.18 was found to be significant at the .001 level (corr. $t = 12.56$). For the miscellaneous component of other methods was 16.65 as compared to 21.68 on the assessment approach. The difference of 5.03 was found to be significant at the .007 level (corr. $t = 12.56$).

All of the factors: evaluation, potency, receptivity, activity, and miscellaneous differentiated significantly

between the other methods of evaluation and the assessment center approach at the .001 level ($t = 14.97, 9.89, 8.59, 8.7$ and 12.56 respectively).

A Comparison of the
Attitudes of the Participants
Toward the Assessment
Center Approach to that of
other Types of Evaluation
Approaches:

Summary of Results

The data obtained from the results of using the semantic differential scale to measure the responses of the participants toward the assessment center approach compared to other evaluation approach concept as related to evaluation, potency, receptivity, activity, and miscellaneous factors indicate that significant differences exist in all factors.

Investigator Perceptions
Based on Interviews
With the Participants

The results of the investigator's informal interviews indicate that the participants felt that the assessment center technique is objective, a fair method of assessing behavioral performances of individuals. Many felt that the major strength of the assessment center was the

immediate feedback that they received after the activities. It is apparent, from the interviews that the participants were in favor of using the assessment center technique as a viable method of selecting school administrators.

Conclusions

A general conclusion must be derived at from an analysis and summary of the findings.

The major objective of this study was to determine the suitability of utilizing the "Assessment Center" approach for analyzing selected behaviors of school administrators.

Through an analysis and synthesis of the data developed conclusions are based on:

1. Can an outside group of trained assessors using the "Assessment Center" approach assess the leadership skills necessary to be a school administrator, compared to assessment by local individuals in that school district?

Conclusions were reached from a summary of the findings:

1. The findings indicated that the administrators who were given high ratings by the assessors were also given high ratings by the local raters.

2. Low ratings by assessors correspond to low ratings by local raters indicating a high positive linear relationship.
3. The assessment center approach is perceived by the participant as being (a) interesting and a very valuable learning experience, (b) an experience worth the amount of time spent, (c) positive toward participating, and (d) excited about recommending experience to a fellow administrator.
4. The approach is perceived by the participants as being more professional and a better method of selection than (a) a personal interview by personnel director and/or superintendent, (b) recommendation by superordinate, (c) administrative tests, and (d) interviewed by committee composed of parents, students, and peers.
5. In comparing the two concepts of assessment center approach with other methods of evaluation, the assessment center approach shows a significant difference for all the following traits: (a) potency, (b) evaluation, (c) activity, and (d) receptivity.

6. The participants perceived that the major strength of the "Assessment Center" is the feedback sessions after the activities and that the experience is objective.
7. The participants perceived that the major weaknesses were time constraints and performance under pressure.

Recommendations

Through an analysis and synthesis of the data the recommendations are based on the findings and conclusions of the study and are presented into three sections: (1) the effectiveness of the existing "Assessment Center" approach, (2) the refinements which should be made in this approach, and (3) the possible uses of this approach for analyzing selected behaviors of school administrators.

Recommendations for Further Development to the Effectiveness of the Assessment Center Approach

1. Different activities should be developed utilizing basically the same approach as that used in the present study.
2. It is essential that the assessors be thoroughly trained in assessing.

3. Proper facilities add to the effectiveness of the center.
4. Important that feedback sessions should be confidential and handled in a highly professional matter.

Recommendations for Further
Refinements in the Approach

1. In-basket exercise should be redesigned to be educationally oriented.
2. Sufficient time should be provided for scoring the in-basket exercise.
3. Assessment center activity should be extended perhaps to a two day activity.
4. School board problems should be up dated.
5. Techniques should be developed to create a relaxed atmosphere before participating in the exercises.
6. Refinement in clarifying instructions should be improved.
7. In (Appendix D) a detailed computation of each participant's rating is illustrated to show a comparison between the ratings of assessors and the average of the local raters. This will be helpful for someone that would like to develop a further study.

Recommendations for Possible
Uses of this Approach for Analyzing
Selected Behavior of School
Administrators

1. Assessment center sessions should be video and audio taped for training of assessors.
2. Video tapes could be utilized for self-assessment.
3. Process can be utilized for courses, seminars, or workshops.
4. Assessment packet can be developed that can be utilized by school districts for the assessment of future administrators.

The investigator is exploring the possibility of developing an assessment center in a school district and collecting data over an extended period of time to determine its potential and validity in the assessment of school administrators.

APPENDIX A

Activities of the Assessment Center

ASSESSMENT SCHEDULE

9:00	Introduction & Directions
9:15	In-Basket Exercise
10:30	Complete In-Basket Exercise
10:45	Scoring of In-Basket
11:45	Lunch
12:30	Interview
1:40	Complete Interview
1:45	School Board
3:30	Complete Board of Education

The In-Basket

INTRODUCTION

The In-Basket exercise differs from the others in this series in that each candidate's performance is evaluated after—rather than during—completion of the exercise. The notes that each candidate is required to make to explain the action he has taken on the various items in the in-basket may be reviewed at the convenience of the evaluator. After this review the evaluator has an interview with the candidate in which he brings up the questions presented in the last section of this chapter. (For maximum value the review and interview should follow the exercise as closely as possible.) The evaluator should take notes on both the candidate's written work and the interview and include his impressions when he marks the List of Skills to be Evaluated and the Evaluation Scoring Sheet.

Because of the way the candidates are evaluated, only one evaluator need be present to administer this exercise. This is the one exercise in which a single evaluator can observe the physical activities of the candidates without significant loss of information. This evaluator should read the instructions to the candidates, hand out the in-basket materials, and see that candidates complete the exercise in the time given and without discussing it among themselves. (Note: So that candidates will not get the wrong impression, in-basket materials should be shuffled *out* of numerical order before they are passed out. See last two paragraphs of Instructions.)

This is the one exercise in this series in which no candidate should be affected by the performance of any other candidate. Therefore it is advisable that each candidate's work space be separated from that of the others—either by a little distance, as with separate tables, or by small partitions when tables are shared (see Fig. 7.1). Each candidate should have some paper clips and materials for taking notes. The evaluator should hand out the in-basket materials to the candidates as soon as he has read them the instructions in the following section.

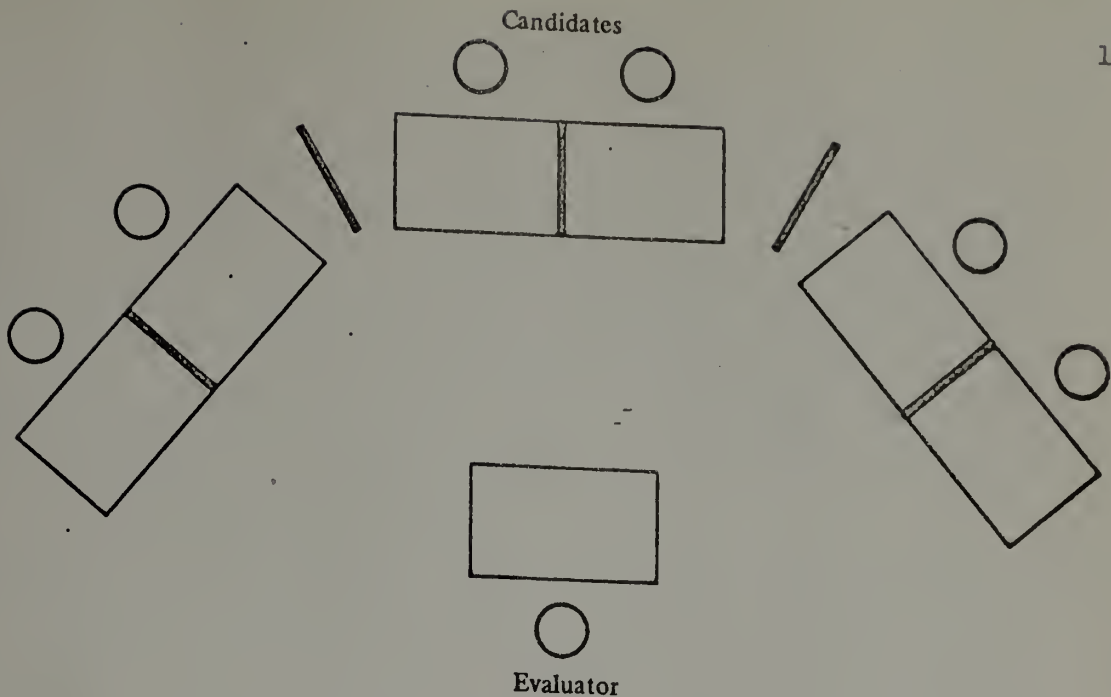


Fig. 7.1 A possible seating plan for "In-Basket."

INSTRUCTIONS (In-Basket)

Although the situation in this exercise is artificial, with some unrealistic restrictions on the time allowed you and the methods and activities you can employ in communicating with others, the problems you will deal with are real, having been obtained from actual situations supervisors have encountered on their jobs.

You will work as if you were Harry Jones, Division Superintendent of Auxiliary Services of the Apex Manufacturing and Development Corporation. Your company does research and development work in the area of atomic-powered engines, as well as producing a number of different engines for commercial usage. You will have just arrived in your new job. Mr. Walter Weston, your predecessor, died suddenly of a heart attack Friday evening. You were notified of your new appointment on Friday, at 8 p.m. Because of the need to take care of some last-minute details in your old job, you could not come to your new job until today, which is Sunday, September 11. You have to leave your office promptly in one hour to catch a plane for an important meeting which you had committed yourself to attend before you learned of your appointment to your present position. You will be very busy during the meeting and *will not be able to take along anything to work on*. This meeting will keep you away both Monday and Tuesday. You are working on Sunday afternoon because you want to take care of anything that might need your attention before Wednesday, the 14th.

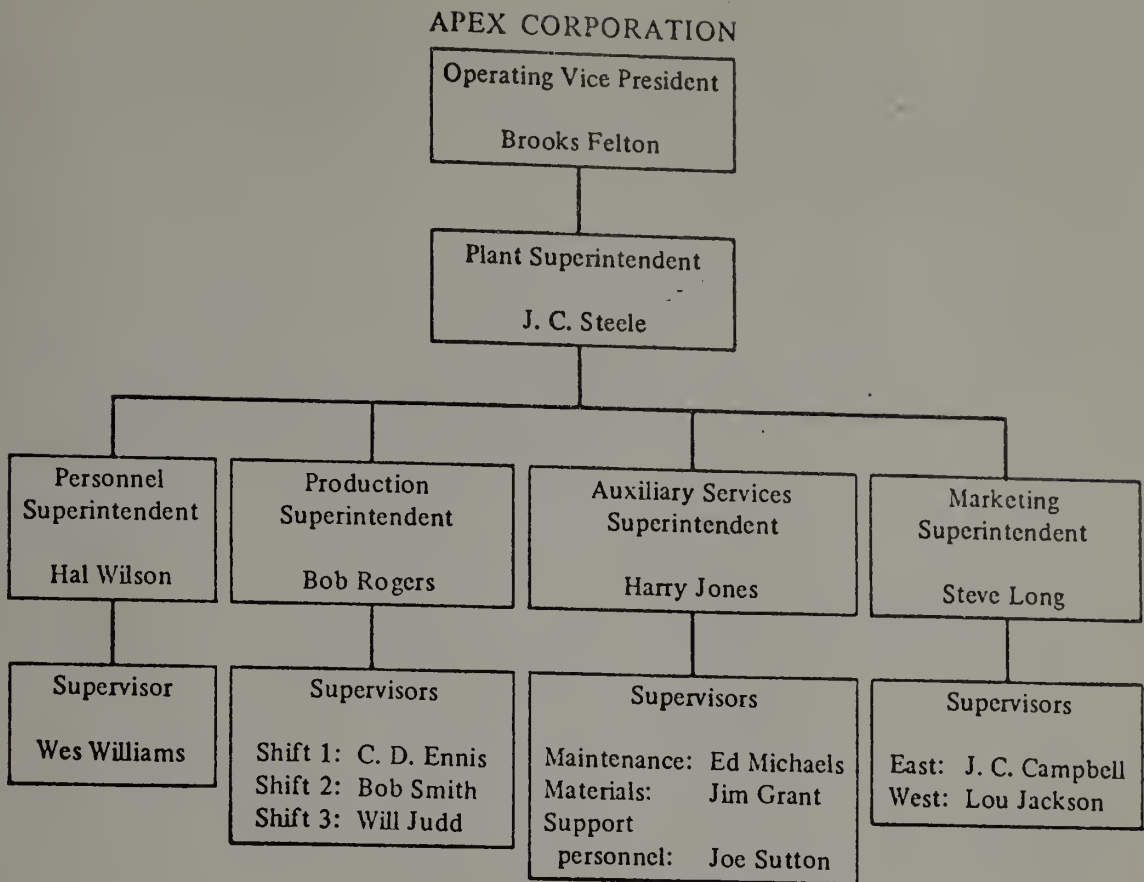
Each of you will have an organization chart and an in-basket. The in-basket contains the material your secretary has left on your desk for your attention—letters,

reports, memoranda, etc. You will have one hour to do as much as you can toward taking care of the problems which the materials present.

Remember, the day is Sunday, September 11. You are Mr. Jones. You cannot reach anyone for help. Your files are locked and your secretary has the key. You must work with the materials at hand. You have one hour. You will be gone Monday and Tuesday. You cannot take any of these materials with you on your trip.

So that we can know how you handle the material, please write down everything you decide or do. Make memos to yourself about things you will want to do when you get back from your trip. Draft letters, if necessary, for your secretary to prepare. Record (in the form of notes) what you would say on the phone, say directly to Miss Butler and others, and what your intentions are as well as your actions. Outline the agenda of meetings you may want to call. Sign papers if that's what's needed. You may find it convenient to write right on the memos, where that is appropriate. Remember, everything you decide or do should be in writing.

For purposes of identification, the in-basket materials are numbered from one to fourteen—but it's up to you to decide the order in which they should be handled. You are requested to identify *all* of your notes with the number of the in-basket item to which they refer. For example, all notes dealing with in-basket item six should be marked with the number six; all those dealing with item eleven should be numbered eleven, and so on. If you would also like to clip your notes to the items they refer to, you may do so—but they should still be numbered.



Friday evening, September 9, 1966

Mr. Jones:

Welcome to your new job. I've gathered the material I thought you would need for your new assignment. Most of this was left in Mr. Weston's in-basket and probably needs some straightening out. If this is representative of Mr. Weston's usual work, I'm sure that's the case. Anyway, glad to have you here. We certainly can use you, and I'll see you after I get back from vacation.

Jane

September 1, 1966

To: Weston
From: J. C. Steele

Your request for additional craftsmen has been denied. It is the opinion of higher management that you should get more work from the people you have. Take the tile job in Felton's office as an example.

A handwritten signature in cursive script, appearing to read "JCS", located in the lower right quadrant of the page.

To: Joe Sutton
From: Ed Michaels

Joe, I need two of your men for Monday, September 12, on that project for Dr. West. They have to be riggers, and I need them at 11 a.m.

Ed

Mr. Weston,

I can't really spare those two riggers, but I sort of promised. What do you think I should do?

P.S. I'll have to know Monday morning, as you can see.

Joe Sutton

September 7, 1966

Mr. Weston:

I received a summons to serve on jury duty for three months, beginning September 12, 1966. I talked to Mr. Steele about it when I met him in the hall.

This morning I spoke to Bill Butler about taking my place because I think he would be a good man for the job.

You will have to prepare and approve a temporary promotion for him.

Joe Sutton

To: Mr. Weston
From: Brookes Felton
Subject: Laying floor tile

One of your carpenters has been laying floor tile in my office for two full days, and he is still not finished. I think I could do the job myself in half a day. If this is the way your men usually work, it's no wonder that you're always crying for help. Please look into this immediately as I'm getting sick of looking at him and the tile.

B. Felton

TELEPHONE MEMO

September 11, 1966

Mr. Jones, call Bob Rogers regarding vacuum tube for Dr. Franz.

J.B.

To: Waiter Weston
From: Hal Wilson
Subject: Promotions

There is to be an opening for a division superintendent's job in the near future. I've recommended one of your men, Joe Sutton, for the job. It should be a nice step up for him. What do you think?

Hal

VACATION APPROVAL FORM

Name: Jane Butler
Job Assignment: Secretary
Dates: September 15-30
Supervisory Approval: _____
District Supervisor
Auxiliary Services

AUGUST-REPORT OF ABSENCES

Supervisory	Days Absent
J. C. Campbell	0
C. D. Ennis	1
Brookes Felton	0
Jim Grant	1
Lou Jackson	0
Will Judd	9
Steve Long	0
Ed Michaels	1
Bob Rogers	0
Bob Smith	3
J. C. Steele	1
Joe Sutton	6
Walter Weston	0
Wes Williams	0
Hal Wilson	0
Total	22

PROFICIENCY RATING OF CRAFT PERSONNEL

Name	Rating
John Armour	P
Al Back	S
Ed Beck	S
Bill Butler	P
Don Canipbell	S
Fred Coggins	O
Phil Felton	O
Ed Fox	S-
Hal Greer	S-
Phil Hastings	S
Joe Haynes	O
Larry Johns	S
Bob Lord	S
Harry Preston	O
Joe Roberts	O
Sam Smith	O
Bill Snyder	P
Sam Spade	P
Ed Sterner	O
Leroy Williams	O
Walt Wray	S

O = Outstanding

S = Satisfactory

S- = Less than satisfactory

P = Poor

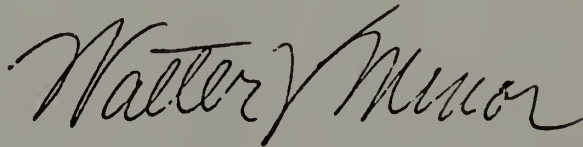
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August 18, 1966

Mr. Walter Weston
Division Superintendent
Auxiliary Services
Apex Corporation
Wilford, Nebraska

Dear Mr. Weston:

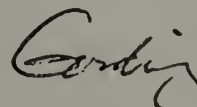
I think you should know that one of your men, Mr. Joe Sutton, is of poor character and reputation. He has too many parties at his house and everyone ends up getting drunk and I think it's a disgrace. You should be able to do something as I'm sure his behavior reflects poorly on the company.

A handwritten signature in cursive script that reads "Walter Minor". The signature is written in dark ink and is positioned above the typed name and title.

Mayor
Wilford, Nebraska

To: Walter Weston
From: Dr. Paul Gooding

I'm sick of getting a half-day's work out of your people when they work in the contaminated cell enclosure. I realize safety is important, but all they do is shower and dress and undress for six hours and work for two. This project is important and has to be worked on. You probably have the cleanest men in the company, but they do the least work.



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August 15, 1966

To: Walter Weston
From: J. C. Steele
Subject: Safety

Mr. Felton is having a meeting on plant safety. I want your ideas in my office by September 12.

A handwritten signature in dark ink, appearing to be 'JCS' or 'J. C. Steele', written in a cursive style.

Sept. 8, 1966

Mr. Joe Sutton
Support Personnel Supervisor

Dear Mr. Sutton:

This letter is to inform you that if you continue to use sheet-metal mechanics on your glove box job, I will be forced to issue a formal grievance.

L. L. Withers

Boilermaker's Steward

Sept. 9, 1966

Mr. Weston:

He has a point, but there are only two days to go on the job. What shall I do?

Joe Sutton

EVALUATION

This section indicates what action should have been taken on each of the 14 items of the in-basket and presents questions—both general and specific—which the evaluator may ask the candidate about the exercise.

General Questions

Action: Before taking specific steps, you should have read through all the items and grouped those that were related to each other.

1. How did you handle the in-basket—one item at a time or by reading them all and grouping the related items?
2. On what basis did you establish priorities for handling the items?
3. Was your impression of the organization favorable or unfavorable? Why?
4. What impressions did you form of various members of the company? Why?
5. What did you consider the five most important items in the in-basket? Why?

Item 1

Action: Request that Jane postpone her vacation for a short time, but do not insist.

1. Did you relate this item to Item 8, requesting that you sign Jane's vacation request?
2. Did you realize that you would see Jane on Wednesday, since she wouldn't be going on vacation until Thursday?
3. Did you try to get Jane to postpone her vacation for awhile, until you could get settled in your new job?
4. Did you realize that it would probably create a very poor relationship between you to just postpone her vacation yourself?
5. Did you notice Jane's critical attitude toward Weston?

Item 2

Action: None; this does not apply to you.

1. Did you relate this item to Item 5, in which Felton discusses the tile job?
2. Did Items 2 and 5 make you feel that you must look into the efficiency of your group as soon as you return?
3. Did you realize from this that Weston was not well thought of by higher management?

Item 3

Action: Make a decision one way or the other, since the deadline is tomorrow morning, and arrange to have Michaels notified.

Item 9

Action: Use as an information source to help you with decisions.

1. Did you relate this item to Item 7?

Item 10

Action: Use as an information source to help you with decisions.

1. Did you relate this item to Item 4?

Item 11

Action: None; hold this for your return. Then write the mayor, politely smoothing his feathers but making it clear that the company cannot assume responsibility for Sutton's private life.

1. Did you relate this item to Item 7?

Item 12

Action: None; hold this for your return. Then pacify the Doctor with a letter saying that you will look into the matter. Then look into it.

Item 13

Action: None; hold this for your return.

Item 14

Action: Make a decision one way or another and arrange for Withers to be notified tomorrow morning. This should not be put off.

1. Did you relate this item to Items 3 and 7?
2. Did you relate this item to Item 4 and arrange to have Withers notified?



SCHOOL OF EDUCATION

The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01002

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PERSONAL INTERVIEW

1. Tell me about yourself professionally.
2. Tell me about the school district, school committee, teachers, students, policies.
3. Tell me about the community.
4. How long have you been with the district?
5. What are your professional goals?

SCHOOL BOARD ALLOTMENT ISSUE - ELEMENTARY SCHOOLS

New England Telephone and Telegraph Company Exercise

You are a member of a local school board committee. You have just been voted an increase in funds to be allotted to the school system. As a member of the board you are charged with making the decision as to what these funds will be used for.

Facts Relating to the Allotment Issue

1. Location:

Garfield County is a medium sized school district in the western part of Pennsylvania. It consists of five cities each having two elementary schools. The five cities range in size from three thousand to sixteen thousand with a county-wide population of forty-one thousand residents.

2. Funds totaling \$200,000 were authorized. These funds may be used in part for any of a number of different projects or exclusively on one project. This additional sum may be allotted to the school system each year. This is likely but not definite.
3. You as a member of the board must help decide where the present year's (1971-1972) authorization would best be utilized.

In other words, you are to plan considering the new allotment of funds and decide specifically what the money may best be used for. Remember the increased allotment is likely to be renewed but this is not definite and you may want to consider this fact.

The issue you chose will be noted in your handout.

TRANSPORTATION

Bus Facilities

<u>Year</u>	<u># Acquired Now</u>	<u># Pupils Transported</u>
1931	4	
1941	2	400
1947	4	650
1948	1	1,000
1949	0	1,050
1950	1	1,060
1951	2	1,064
1952	1	1,200
1953	2	1,400
1954	0	1,450
1955	1	1,655
1956	3	1,675
1957	0	1,725
1958	5	1,740
1959	5	1,780
1960	3	1,795
1961	5	1,797
1962	3	1,800
1963	4	1,840
1964	6	1,844
1965	9	1,912
1966	10	1,888
1967	0	1,900
1968	0	1,900
1969	0	2,000
1970	0	2,200
1971	0	2,300
		2,500

Lateness Report

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	<u>Bus Children (2,500)</u>	<u>Non-Bus Children (7,500)</u>
Total # of Days Late	7,457	1,000

Bus Facilities

	<u># of Buses</u>	<u>Children Carried</u>	<u>Cost of Repair & Maint. (Year)</u>
1967	40	1,900	\$ 6,000
1971	40	2,500	10,000

Children Injured in School Bus Related Accidents

<u>Year</u>	<u># of Children Injured</u>
1931	3
1941	4
1951	9
1961	11
1971	16

<u>Item</u>	<u>Cost (New)</u>
School Bus	\$25,000

BUILDING FACILITIES

Growth of the School System

<u>Years</u>	<u>No. Pupils in System</u>	<u>Space Allotted Per Pupil</u>
1931	1,500	36 sq. ft. per
1941	2,000	36 " " "
1951	5,000	40 " " "
1961	7,000	45 " " "
1971	10,000	80 " " "
1981 (projected)	15,000	100 " " "

Cost of Repair of Present Facilities

<u>Year</u>	<u>Cost</u>
1931	600
1941	4,000
1951	6,000
1961	10,000
1971	14,000
1981	22,000

LIBRARY FACILITIES

Library Facilities in Garfield County

<u>Year</u>	<u>Number of Libraries</u>	<u>Number of Volumes</u>	<u># of Pupils</u>
1931	1		
1941	1	2,000	1,500
1951	2	2,4000	2,000
1961	2	2,800	5,000
1971	3	3,700	7,000
		4,100	10,000

<u>School</u>	<u># of Volumes</u>	<u># Later Drop-outs in H.S. from School (1970-1971)</u>
1	60	125
2	110	140
3	200	50
4	40	260
5	1,000	25
6	200	150
7	500	40
8	1,800	10
9	90	100
10	100	100
Total	4,100	1,000

SCHOOL PERSONNEL

Average Salaries of Teachers - All Levels

<u>Area</u>	<u>Yearly Salary Average</u>
East	\$12,000
Southeast	10,000
Southwest	10,400
Midwest	10,800
Far West	13,000

Educational Attainment of Teachers
in Garfield County

<u>Degree</u>	<u>% in Schools</u>
B.A. or B.S.	100%
0-6 grad. credits	65%
7-10 grad. credits	40%
11-15 grad. credits	20%
16-20 grad. credits	14%
20 + grad. credits	8%
M.A. or M.S.	4%
M.A. + credits	1%

Salary Schedule - Public Schools

<u>Years Exp.</u>	<u>Class I Masters Degree</u>	<u>Class II Bachelors</u>	<u>Class III Unqualified for Reg. Appt.</u>
0	8,500	7,900	7,200
1	8,900	8,300	7,600
2	9,300	8,700	8,000
3	9,700	9,100	8,400
4	10,100	9,500	8,800
5	10,500	10,000	9,200
6	11,000	10,400	9,600
7	11,500	10,800	10,000
8	11,900	11,200	10,400
9	12,300	11,600	10,800
10	12,700	12,000	11,200
11	13,100	12,400	11,600
12	13,500		

<u>City in County</u>	<u>Teachers - Average Years of Experience</u>
1	10
2	3
3	6
4	7
5	5
6	3
7	9
8	8
9	4
10	4
State Average	7
National Average	8.3

Clerical Help

<u>Year</u>	<u># of Clerks</u>
1931	3
1941	5
1951	9
1961	15
1971	37

Salaries of Occupations - 1964 (School Related)

	<u>Salary - Average Yearly</u>
Doctors	
Nurses	\$27,000
Psychologists	9,500
Librarians	20,000
Curriculum Experts	9,000
	15,000

PUPIL CHARACTERISTICS

% of Pupils Going on to College

<u>Year</u>	<u>Garfield County</u>	<u>State Average</u>
1931	13	
1941	4	.83
1951	12	4
1961	22	20
1971	28	32
		40

% of Pupils Referred for Special Help
to Outside Agencies

<u>Year</u>	<u>% of Pupils</u>
1931	3
1941	6
1951	8
1961	25
1971	53

State Scholarship Winners by County (approx. pop. 35,000)

<u>Year</u>	<u>County</u>	<u>Ø of Winners</u>
1971	Garfield	2
	A	4
	B	3
	C	7
	D	9
	E	1
	F	1

Number of Pupils Per Classroom Teacher

<u>Year</u>	<u>1st grade</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>
1941	18	14	13	14	12	10
1951	21	20	19	20	18	16
1961	23	22	23	21	20	18
1971	27	26	25	23	23	22
1981 (expected)	33	31	30	30	30	29

I.Q. Range for Children in Garfield County

<u>I.Q.</u>	<u>% of Children</u>	<u># of Children</u>
below 70		
80-90	3%	300
90-100	10%	1,000
100-110	30%	3,000
110-120	30%	3,000
120-130	15%	1,500
above 130	8%	800
	4%	400
		<u>10,000</u>

% of Accidents Relating to Faulty Facilities

<u>Year</u>	<u>% of Accidents</u>
1931	12
1941..	16
1951	25
1961	28
1971	52.

SCHOOL PERSONNEL

Average Salaries of Teachers - All Levels

<u>Area</u>	<u>Yearly Salary Average</u>
East	\$12,000
Southeast	10,000
Southwest	10,400
Midwest	10,800
Far West	13,000

Educational Attainment of Teachers
in Garfield County

<u>Degree</u>	<u>% in Schools</u>
B.A. or B.S.	100%
0-6 grad. credits	65%
7-10 grad. credits	40%
11-15 grad. credits	20%
16-20 grad. credits	14%
20 + grad. credits	8%
M.A. or M.S.	4%
M.A. + credits	1%

Salary Schedule - Public Schools

<u>Years Exp.</u>	<u>Class I Masters Degree</u>	<u>Class II Bachelors</u>	<u>Class III Unqualified for Reg. Appt.</u>
0	8,500	7,900	
1	8,900	8,300	7,200
2	9,300	8,700	7,600
3	9,700	9,100	8,000
4	10,100	9,500	8,400
5	10,500	10,000	8,800
6	11,000	10,400	9,200
7	11,500	10,800	9,600
8	11,900	11,200	10,000
9	12,300	11,600	10,400
10	12,700	12,000	10,800
11	13,100	12,400	11,200
12	13,500		11,600

<u>City in County</u>	<u>Teachers - Average Years of Experience</u>
1	10
2	3
3	6
4	7
5	5
6	3
7	9
8	8
9	4
10	4
State Average	7
National Average	8.3

Clerical Help

<u>Year</u>	<u># of Clerks</u>
1931	3
1941	5
1951	9
1961	15
1971	37

Salaries of Occupations - 1964 (School Related)

	<u>Salary - Average Yearly</u>
Doctors	\$27,000
Nurses	9,500
Psychologists	20,000
Librarians	9,000
Curriculum Experts	15,000

INCOME AND EXPENDITURES

Growth of School System

<u>Year</u>	<u>No. of Pupils</u>	<u>Budget</u>
1931	1,500	\$ 400,000
1941	2,000	1,000,000
1951	5,000	2,000,000
1961	7,000	3,000,000
1971	10,000	5,000,000
1981	15,000	9,000,000

	<u>1968-1969</u>	<u>1969-1970</u>	<u>1970-1971</u>	<u>1971-1972</u>
<u>Administration General:</u>				
Office or Superintendent Salaries	\$ 18,000	\$ 19,000	\$ 21,000	\$ 26,000
<u>Supervision & Instruction:</u>				
Teachers' Salaries	4,000,000	4,300,000	4,500,000	4,600,000
<u>Maintenance of Buildings:</u>				
Salaries	150,000	154,000	200,000	230,000
All Other	80,000	84,000	176,000	144,000
	<u>230,000</u>	<u>238,000</u>	<u>376,000</u>	<u>374,000</u>
Total	\$4,248,000	\$4,557,000	\$4,897,000	\$5,000,000

Per Cent of Expenditures by Function
Garfield County Pennsylvania (1963-1964)

Administration	2.4
Instruction	74.8
Special Services (attendance, health, guidance)	1.6
Pupil Transportation Services5
Operation	10.6
Maintenance	4.7
Fixed Charges	3.7

Money Allotted for Expansion

<u>Year</u>	<u>Athletics</u>	<u>Building</u>	<u>Transportation</u>	<u>Special Services</u>	<u>Other Facilities</u>
1931	\$1,000	\$44,000	\$ 400	\$ -	\$ 600
1941	3,000	21,000	10,800	-	-
1951	6,000	46,000	22,000	2,000	4,000
1961	-	14,000	90,000	16,000	10,000
1971	-	-	-		

BOARD OF EDUCATION PROBLEM - PARTICIPANT RATING

Write the color of each member of your group opposite the rank that best describes his overall performance.

Include yourself.

Write only one color for each rank.

Best _____
 2nd Best _____
 3rd Best _____
 4th Best _____
 5th Best _____
 6th Best _____

Participant Rating

Make a check mark under each color opposite the statement that best describes that person's contribution to the success of the group. More than one person may be described by the same statement.

	Y E L L O W	G R E E N	B L U E	S L A T E	W H I T E	B R O W N
1. Made a <u>great many</u> constructive contributions.						
2. Made <u>many</u> constructive contributions.						
3. Made a <u>fair number</u> of constructive contributions.						
4. Made <u>relatively few</u> constructive contributions.						
5. Made <u>practically no</u> constructive contributions.						

Put your participant number and color here _____.

Opinion Questionnaire

4. How do you view your own contributions to the success of the group?
What prevented you from making a greater contribution?

Put your participant number and color here_____.

5. What significant things can this problem tell us about a person?

6. What is wrong with this problem as a test of a single individual?

Put your participant number and color here _____.

Green's choiceIndependent Planning Group

In any rapidly growing school system a number of problems arise before any adequate plans may be formulated to solve them. Garfield County is presently in such a predicament.

The growth of the system has been rapid, and it may become accelerated in the next ten years. Independent planning groups, though expensive, determine projected needs of a school system and evaluate where dollars may best be spent today for greater returns tomorrow. At present the facts indicate any number of possible expenditures. An independent group, although using most of the years allotment of funds, would in the long run, be less expensive because wiser choices might be made.

The cost of such a study, examining the areas of teacher personnel and related costs, building expansion, transportation, curriculum and teaching machines, special services, special education, and administration would run in the neighborhood of \$100,000. This type of study would also interview parents and examine population trends to estimate costs as well as comparing and adjusting for national trends which might affect Garfield County.

The school year would be in no way upset by the study.

Increase in Teacher Personnel

As times change, so does the relative emphasis which school administrators give to various aspects of their responsibilities. Nowhere is this more evident than in the relative emphasis given to the administration of teacher personnel today as compared to twenty-five years ago. The job of the director of teacher personnel in the school system at that time was largely confined to screening the best from an avalanche of applicants for the few openings. Today hiring a teacher is a costly process. A number of important steps go into hiring additional teachers.

1. Teacher Recruitment:

Teacher personnel problems begin with recruitment.

- A. Visiting source of supply
- B. Encouraging cooperative programs with colleges
- C. Personal conferences with college students
- D. Brochures

2. Teacher Retention:

3. Salaries:

- A. Provide minimum and maximum salary range
- B. Salary differential for different levels of academic preparation
- C. Extra compensation for non-classroom responsibilities
- D. Increases (yearly)
- E. Sick leave
- F. Vacations
- G. Benefits (Health Insurance)

Library Improvement

Present educational theory and an increasing portion of practical application emphasize problem - centered learning, in which numerous sources must be consulted since one cannot rely on the single textbook. The American Library Association recommends spending on books an average of \$4 per pupil and maintaining a library of some 20,000 volumes for a school system the size of Garfield County. Care must also be taken to assure a balance between reference materials, information materials, and types of fiction. Garfield County is spending at the present time \$1 per pupil on library facilities.

Characteristics of Good Library Service

1. All materials should be at the disposal of everybody in the school. Garfield County presently has libraries in only 3 schools.
2. The library room should be well lit, centrally located and placed where there is a minimum amount of noise. Garfield County's three libraries are in rather small book rooms without adequate lighting and in all three cases are near the play areas.
3. Space should be adequate to seat the largest class plus about 20 pupils. Garfield County does not meet these requirements.

It is most important the the selection of books for the library be done carefully to assure that the book collection will include only books of good quality, of usefulness to the school program and of durability. The participation of teachers is valuable. In addition some specialized assistance is needed from a librarian.

Pupil Personnel Services

The modern elementary school is more than a place where children are taught subjects. Over the years it has assumed a number of other functions, related of course, to the central problem of helping children learn and adapt to the society we live in.

The relationship of special services to the educational program is becoming more and more apparent as educators realize the child is a functioning unit and areas heretofore thought unrelated to learning are becoming quite important.

The administration of these services is, therefore, of primary importance in a progressive school system. Personnel services consist of the following:

1. Clerk Services

- A. School census - projected enrollments
- B. Record keeping
- C. Pupil transfers

2. Professional Personnel

- A. School Psychologist - Assisting children in personal adjustments, assisting children in social or group adjustments, assisting children with academic or learning problems, testing, research.
- B. Curriculum experts
- C. Medical people
- D. Librarian

Most Important Duties Performed by Clerical HelpDuty

- 1. Supplies, books and stockroom
- 2. Reports
- 3. Telephone
- 4. Typing and stenographic work
- 5. Records
- 6. Attendance
- 7. Mimeographing
- 8. Correspondence
- 9. General office and clerical
- 10. Filing

You are to assume that at present your school system has the services of a good part time doctor and nurse as well as a few part time librarians. However, these services are not adequate at present and will certainly not be in the future.

Teaching Machines

Some promising advances have been made recently in the field of learning.

The device consists of a small box about the size of a small record player. On the top surface is a window through which a question or problem printed on a paper tape may be seen. The child answers the questions by moving one or more sliders on which the digits 0 thru 9 are printed. The answer appears in square holes punched in the paper upon which the question is printed. When the answer has been set the child turns a knob. The operation is as simple as adjusting a television knob. If the answer is right the knob turns freely, if wrong it will not turn. This a Teaching Machine.

The important features of the device are these:

1. Reinforcement for the right answer is immediate.
2. A teacher may supervise an entire class at work on such machines, yet each child may progress at his own rate.
3. If forced to be away from school a child may keep up, or return to pick up where he left off.
4. The device makes it possible to present carefully designed material in which one problem can depend upon the answer to the preceding one.
5. The teacher is freed to do more important functions.
6. It would cut down on number of teachers needed.

One machine can be bought for ²⁰⁰~~twenty~~ dollars. At present programs are available for all elementary school subjects but Garfield County has no machines. The scientific literature strongly supports proposals that would free the teacher for relationships with children that cannot be duplicated by mechanical devices.

YELLOW
Red's choice

Special Classes

A special aspect of the problem of education is the question of how best to provide for the education of children who deviate markedly from the normal in intelligence. Many educators consider "special" classes to be appropriate for those children with I.Q.'s of less than 70 or more than 130. Garfield County has no special education program at the present time. These "special" children are now being educated in regular classrooms and get very little individual treatment. The exceptionally slow children paint and play by themselves for a major portion of the day, while the exceptionally gifted children are forced to conform to the classroom routine developed for the "average" child. These two groups of children are not realizing their potential for development.

Cost of Special Education Program

<u>Function</u>	<u>Cost (1971)</u>	<u>Cost (1981 Projected)</u>
Administration:		
Salaries	30,000	50,000
Teachers:		
Salaries	130,000	200,000
Space	10,000	20,000
Supplies	10,000	20,000

The program will necessitate the use of screening techniques designed to select those children among whom true cases of "exceptionality" may be found. This will entail a working arrangement with some form of psychological assistance. The use of such a program will allow trained personnel to administer to the needs of the exceptional children. Special programs and facilities will allow for better development of individual potential.

APPENDIX B
SCORES OF SEMANTIC DIFFERENTIALS
PRE- AND POST-TESTS

TABLE B-1

VARIABLE: GOOD/BAD

PRE-TEST			POST-TEST	
0	0	0	0	0
1	0	0	0	0
2	1	2.6	0	0
3	8	21.1	0	0
4	8	47.4	3	7.9
5	11	28.9	12	31.6
6	0	0	23	60.5

TABLE B-2

VARIABLE: COMFORTABLE/UNCOMFORTABLE

PRE-TEST			POST-TEST	
0	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	9	23.7	0	0
4	10	26.3	6	15.8
5	17	44.7	14	36.8
6	2	5.3	18	47.4

TABLE B-3

VARIABLE: USEFUL/USELESS

PRE-TEST			POST-TEST	
0	0	0	0	0
1	0	0	0	0
2	3	7.9	0	0
3	10	26.3	1	2.6
4	9	23.7	7	18.4
5	15	39.5	10	26.3
6	1	2.6	20	52.6

TABLE B-4

VARIABLE: TRUE/FALSE

PRE-TEST			POST-TEST	
0	0	0	0	0
1	0	0	0	0
2	1	2.6	0	0
3	12	31.6	0	0
4	11	28.9	3	7.9
5	13	34.2	18	47.4
6	1	2.6	17	44.7

TABLE B-5

VARIABLE: INTERESTING/BORING

PRE-TEST			POST-TEST	
0	0	0	0	0
1	0	0	0	0
2	1	2.6	0	0
3	5	13.2	0	0
4	19	50.0	3	7.9
5	13	34.2	14	36.8
6	0	0	21	55.3

TABLE B-6

VARIABLE: SMOOTH/ROUGH

PRE-TEST			POST-TEST	
0	1	2.6	0	0
1	0	0	0	0
2	1	2.6	0	0
3	5	13.2	0	0
4	14	36.8	6	15.8
5	15	39.5	18	47.4
6	2	5.3	14	36.8

TABLE B-7

VARIABLE: ATTENTIVE/UNATTENTIVE

PRE-TEST			POST-TEST	
0	0	0	0	0
1	0	0	0	0
2	1	2.6	0	0
3	9	23.7	0	0
4	9	23.7	5	13.2
5	14	36.8	17	44.7
6	5	13.2	16	42.1

TABLE B-8

VARIABLE: STRONG/WEAK

PRE-TEST			POST-TEST	
0	0	0	0	0
1	0	0	0	0
2	4	10.5	0	0
3	5	13.2	1	2.6
4	15	39.5	5	13.2
5	11	28.9	16	42.1
6	3	7.9	16	42.1

TABLE B-9

VARIABLE: FREE/CONSTRAINED

PRE-TEST			POST-TEST	
0	0	0	0	0
1	1	2.6	0	0
2	3	7.9	0	0
3	9	23.7	2	5.3
4	9	23.7	2	5.3
5	11	28.9	17	44.7
6	5	13.2	17	44.7

TABLE B-10

VARIABLE: PERMISSIVE/PROHIBITIVE

	PRE-TEST		POST-TEST	
0	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	3	7.9	1	2.6
4	18	47.4	7	18.4
5	10	26.3	18	47.4
6	7	18.4	12	31.6

TABLE B-11

VARIABLE: DEEP/SHALLOW

	PRE-TEST		POST-TEST	
0	0	0	0	0
1	2	5.3	0	0
2	2	5.3	0	0
3	11	28.9	0	0
4	14	36.8	9	23.7
5	7	18.4	17	44.7
6	2	5.3	12	31.6

TABLE B-12

VARIABLE: ACTIVE/PASSIVE

	PRE-TEST		POST-TEST	
0	0	0	0	0
1	1	2.6	0	0
2	0	0	0	0
3	11	28.9	0	0
4	11	28.9	3	7.9
5	12	31.6	17	44.7
6	3	7.9	18	47.4

TABLE B-13

VARIABLE: MOVING/STILL

PRE-TEST			POST-TEST	
0	0	0	0	0
1	0	0	0	0
2	1	2.6	0	0
3	10	26.3	0	0
4	14	36.8	4	10.5
5	12	31.6	16	42.1
6	1	2.6	18	47.4

TABLE B-14

VARIABLE: FAST/SLOW

PRE-TEST			POST-TEST	
0	0	0	0	0
1	1	2.6	0	0
2	1	2.6	0	0
3	11	28.9	0	0
4	14	36.8	6	15.8
5	10	26.3	17	44.7
6	1	2.6	15	39.5

TABLE B-15

VARIABLE: COMPLEX/SIMPLE

PRE-TEST			POST-TEST	
0	0	0	0	0
1	2	5.3	0	0
2	1	2.6	0	0
3	10	26.3	2	5.3
4	12	31.6	5	13.2
5	11	28.9	16	42.1
6	2	5.3	15	39.5

TABLE B-16

VARIABLE: RELAXED/TENSE

PRE-TEST			POST-TEST	
0	0	0	1	2.6
1	0	0	0	0
2	3	7.9	1	2.6
3	5	13.2	1	2.6
4	9	23.7	3	7.9
5	16	42.1	17	44.7
6	5	13.2	15	39.5

TABLE B-17

VARIABLE: NON-THREATENING/THREATENING

PRE-TEST			POST-TEST	
0	1	2.6	0	0
1	2	5.3	0	0
2	1	2.6	1	2.6
3	7	18.4	0	0
4	9	23.7	3	7.9
5	12	31.9	16	42.1
6	6	15.8	18	47.4

TABLE B-18

VARIABLE: RELEVANT/IRRELEVANT

PRE-TEST			POST-TEST	
0	0	0	0	0
1	1	2.6	0	0
2	1	2.6	0	0
3	8	21.1	0	0
4	10	26.3	1	2.6
5	16	42.1	13	34.2
6	2	5.3	24	63.2

TABLE B-19

VARIABLE: NEAR/FAR

PRE-TEST			POST-TEST	
0	1	2.6	0	0
1	1	2.6	0	0
2	1	2.6	0	0
3	10	26.3	0	0
4	11	28.9	1	2.6
5	11	28.9	9	23.7
6	3	7.9	28	73.7

APPENDIX C

INSTRUMENTS USED IN

THE STUDY

ASSESSMENT CENTER QUESTIONNAIRE

BIOGRAPHICAL DATA

DATE: _____

NAME: _____

ADDRESS: _____
STREET CITY STATE ZIPDATE OF BIRTH: _____ SEX: FEMALE MALE
MONTH YEARPRESENT EMPLOYER: _____
NAME

ADDRESS

PRESENT POSITIONHIGHEST DEGREE HELD

Superintendent	_____	Bachelors	_____
Assistant Superintendents	_____	Bachelors +	_____
Department Chairman	_____	Masters	_____
Elementary Asst. Principal	_____	Masters +	_____
Secondary Asst. Principal	_____	CAGS	_____
Elementary Principal	_____	Doctorate	_____
Secondary Principal	_____		
Guidance Counselor	_____		
Graduate Student (full time)	_____		
Other (explain)	_____		

TYPE OF SCHOOL IN WHICH YOU ARE PRESENTLY EMPLOYED

Elementary _____ Jr. High _____ Sr. High _____

(Check any combination which applies)

SCHOOL ENROLLMENT

0-200 _____

201-400 _____

401-600 _____

601-800 _____

801-1000 _____

1001-1200 _____

1201 up _____

SETTING

Urban _____

Suburban _____

Rural _____

STUDENT SOCIO-ECONOMIC
BACKGROUND

Upper _____

Middle _____

Lower _____

ANY FURTHER DESCRIPTION OF THE SCHOOL: _____

NUMBER OF YEARS YOU HAVE HAD AS A CLASSROOM TEACHER: _____IF YOU ARE PRESENTLY IN AN ADMINISTRATIVE POSITION, HOW
LONG HAVE YOU BEEN IN YOUR PRESENT POSITION? _____NUMBER OF YEARS YOU HAVE BEEN IN EDUCATIONAL ADMINISTRATION:

Social Security No.: _____

PHASE I

FIRST SEMANTIC DIFFERENTIAL

PART I

INSTRUCTIONS

The purpose of this study is to measure the meanings of certain things to various people by having them judge them against a series of descriptive scales. In completing this scale, please make your judgments on the basis of what these things mean to you. You will find two concepts to be judged and beneath them a set of scales. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales: If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair : X : : : : : : : : unfair

fair : : : : : : : : X : unfair

If you feel that the concept is quite closely related to one end of the scale or the other (but not extremely), you should place your check-mark as follows:

strong : : X : : : : : : : : weak

strong : : : : : : : : X : : : weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active : : : : X : : : : : : : : passive

active : : : : : : : : X : : : : : : : : passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing which you are judging. If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space.

space : : : : : X : : : : : : : : dangerous
Be sure to check every scale for every concept--do not omit any.

NAME _____ CODE _____ DATE _____

OVERALL RATING

PERSONNEL ASSESSMENT PROGRAM MANAGEMENT QUALITIES

<p>SCHOLASTIC APTITUDE VERBAL ABILITY QUANTITATIVE ABILITY TOTAL SCAT</p> <p>How does this participation compare with others in terms of benefiting from a learning situation such as through textbooks, articles?</p>	
<p>RANGE OF INTEREST</p> <p>To what extent is this participant a broad, interesting person? To what degree does this participant have knowledge in the areas of human activity, such as science, politics, sports, music, arts, etc.?</p>	
<p>SELF-OBJECTIVITY</p> <p>How realistic a view does this participant have of his own assets and liabilities, also how does he evaluate his own performance and abilities?</p>	
<p>BEHAVIOR FLEXIBILITY</p> <p>To what degree does the participant adjust his course of action or modify his point of view to changing conditions or take advantage of additional facts and new interpretations when properly motivated?</p>	
<p>INDEPENDENCY OF SUPERVISORS</p> <p>How likely is the participant to take action independent of his boss or those whom he sees as his superiors?</p>	

<p>INDEPENDENCY OF OTHERS (Do not include supervisors)</p> <p>How likely is the participant to take action independent of his associates?</p>	
<p>INNER-WORK STANDARDS</p> <p>To what extent does this participant endeavor to do a high-quality job even though a lesser one might be acceptable to others?</p>	
<p>SCHOOL SYSTEM VALUES ORIENTATION</p> <p>To what extent has this participant accepted the School's System values and policies?</p>	
<p>RESISTANCE TO STRESS</p> <p>To what extent is this person's performance affected when performing in a stress situation: such as situations where his views are challenged, critical questions are asked, uncertainties or unknowns exist?</p>	
<p>ENERGY</p> <p>How continuously does this participant sustain a high level of activity? (This is not a measure of "output")</p>	
<p>INITIATIVE</p> <p>How active is the participant in starting new action, introducing new directions, setting in motion, thoughts or actions toward achievement of the objective?</p>	
<p>PERSONAL IMPACT</p> <p>To what extent did the participant demonstrate an ability to work well with people? Consideration should be given to tactfulness and acceptance by others.</p>	

<p>FORCEFULNESS</p> <p>How persistently does the participant pursue personal objectives? To what extent does he influence action and demonstrate personal conviction? Is this an asset or liability?</p>	
<p>PERCEPTION</p> <p>A-Oral--How well does the participant recognize and recall useful information given orally?</p> <p>B-Written--How well does the participant recognize and recall useful written information such as instructions, practices, reports and other written material?</p> <p>C-Social--How readily does the participant perceive minimal cues in the behavior of others? How aware is he (she) of the situation in which he (she) is performing?</p>	
<p>ORAL COMMUNICATION SKILL</p> <p>How good would this participant be in presenting an oral report in a small conference group? Consider effectiveness, poise, vocabulary, sentence structure, coverage of subject, etc.</p>	
<p>WRITTEN COMMUNICATIONS SKILL</p> <p>How well can this participant express himself in writing? Consider coverage of subject, vocabulary, sentence structure, legibility, spelling, etc.</p>	
<p>ORGANIZING AND PLANNING</p> <p>To what extent does the participant's organizing and planning effect individual and/or group action in a constructive manner? How well is available information (oral and written) used in the organizing and planning?</p>	

<p>DECISION-MAKING</p> <p>How likely is the participant to make decisions when they are required, and how likely are the decisions made to be of high quality? To what extent does the participant make use of available oral and/or written information in making his decisions?</p>	
<p>LEADERSHIP SKILLS</p> <p>To what extent does the participant assume responsibility for producing quality results through people without arousing undue resentment?</p>	

RATING LEGEND:

O - OUTSTANDING
 VG - VERY GOOD
 S - SATISFACTORY
 BS - BELOW SATISFACTORY
 L - LOW

Social Security No.: _____

PHASE II

Phase II contains the following two parts:

Part I - Opinionnaire for the assessment center experience.

Part II - Opinionnaire for the assessment center approach.

Directions:

When completing the multiple choice questions, place a check-mark on the line next to the statement that most appropriately answers the question or completes the sentences. When answering the open-ended questions, write your answers in brief form.

Please complete Phase I before beginning Phase II.

Social Security No.: _____

PHASE II

Part I Opinionnaire for the Assessment Center

Directions: When completing the multiple choice questions, place a check-mark on the line next to the statement that most appropriately answers the question or completes the sentence. When answering the open-ended questions, write your answers in brief form.

1. I found participating in the assessment center experience
____ a. very interesting
____ b. somewhat interesting
____ c. neither interesting nor boring
____ d. somewhat boring
____ e. very boring
2. I found participating in the assessment center experience
____ a. a very valuable learning experience
____ b. a learning experience of some value
____ c. an experience which is neither valuable nor worthless as far as my own learning
____ d. an experience somewhat worthless
____ e. an experience which was completely worthless
3. What was the major strength of the assessment center?
4. What was the major weakness of the assessment center?

5. I feel that the experience I gained from participating in the assessment center

- ☐ a. was definitely worth this amount of time
- ☐ b. was probably worth this amount of time
- ☐ c. may or may not have been worth this amount of time
- ☐ d. was probably not worth this amount of time
- ☐ e. was definitely not worth this amount of time

6. If it were discovered that the assessment activities were too time consuming, and you were involved in revising it, what portion would you definitely keep in the assessment center?

What portion would you remove?

7. Now that I know what the assessment center experience is like, if I had had the choice I would

- ☐ a. have definitely participated in the assessment center experience
- ☐ b. have probably participated in the assessment center experience
- ☐ c. not know whether I would or would not have participated in the assessment center experience
- ☐ d. have probably not participated in the assessment center experience
- ☐ e. have definitely not participated in the assessment center experience

8. How excited would you be in recommending to a fellow administrator that he/she participate in this experience?

_____ a. very excited
_____ b. somewhat excited
_____ c. no feeling either way
_____ d. would be reluctant to recommend it
_____ e. definitely would not recommend it

9. Briefly state what you feel you have learned from the assessment center experience.

What other existing evaluation method would you have preferred in order to learn this?

10. Complete the following statements:

a. The in-basket exercise _____
b. The interview _____
c. The board of education problem _____
d. The feedback session _____
e. One change that I would make in the assessment center _____
f. One aspect of the assessment center which should definitely remain the same _____

Part II

11. Suppose you were being considered for an administrative position in your school district, rank the following approaches in order of preference which in your opinion is a better method of selection.

- _____ a. A personal interview by personnel director and/or superintendent
- _____ b. Recommendation by superordinate
- _____ c. Administrative tests
- _____ d. Interviewed by committee composed of parents, student, peers
- _____ e. Participate in assessment center activities

(Below add methods of selections that you might choose as an alternative.)

- _____ f. _____
- _____ g. _____

12. For the following question place an X between the :__: which best represents your feelings.

During your "typical" workweek how much priority would you give to taking time out to participate in an assessment center?

High Priority :__: :__: :__: :__: :__: :__: :__: :__: Low Priority

13. The major strengths of the assessment center approach as an evaluation technique:
14. The major weaknesses of the assessment center approach as an evaluation technique:

15. Please complete the following statements:
- a. I would spend time participating in an assessment center only if _____
 - b. I would definitely not spend time participating in an assessment center if _____
 - c. If I were given the opportunity to participate in an assessment center on a day in a "typical" workweek, I would _____
16. What kinds of skills and knowledges do you think could be learned through participation in an assessment center?
17. Any additional comments?

ADMINISTRATOR/SUPERVISOR REACTION

QUESTIONNAIRE

Instructions:

For the past school year you have had the opportunity to plan and work with _____.

On the following pages are presented a list of skills relating to the administrative/supervisory role. Below each statement of skill is a short explanation of the meaning of the stated skill. Beside each statement of skill is presented the following rating pattern:

(O) (V G) (S) (B S) (L)

The legend for this rating pattern is as follows:

O - OUTSTANDING
VG - VERY GOOD
S - SATISFACTORY
BS - BELOW SATISFACTORY
L - LOW

For each of the stated skills on the following pages, indicate by means of a circle () the one rating that you would give for the above-named person. (Use as a criteria, your experience with him/her throughout this past school year. THIS IS IN NO WAY AN EVALUATION OF THIS ADMINISTRATOR OR SUPERVISOR. No school personnel will see any of the names involved.)

Please indicate your position in the school district in relation to the above-named person.

_____ Subordinate
_____ Superordinate
_____ Peer Relationship

Social Security No.: _____

Rating Legend:

O - OUTSTANDING
 VG - VERY GOOD
 S - SATISFACTORY
 BS - BELOW SATISFACTORY
 L - LOW

RANGE OF INTEREST (O) (VG) (S) (BS) (L)

To what extent is this individual a broad, interesting person? To what degree does this participant have knowledge in the areas of human activity, such as science, politics, sports, music, art, etc.?

SELF-OBJECTIVITY (O) (VG) (S) (BS) (L)

How realistic a view does this individual have on his own assets and liabilities, also how does he evaluate his own performance and abilities?

BEHAVIOR FLEXIBILITY (O) (VG) (S) (BS) (L)

To what degree does this individual adjust his course of action or modify his point of view to changing conditions or take advantage of additional facts and new interpretations when properly motivated?

INDEPENDENCY OF SUPERVISORS (O) (VG) (S) (BS) (L)

How likely is this individual to take action independent of his boss or those whom he sees as his superiors?

INDEPENDENCY OF OTHERS (O) (VG) (S) (BS) (L)
 (Do not include supervisors)

How likely is this individual to take action independent of his associates?

INNER WORK STANDARDS (O) (VG) (S) (BS) (L)

To what extent does this individual endeavor to do a high-quality job even though a lesser one might be acceptable to others?

SCHOOL SYSTEM VALUES
ORIENTATION

(O) (VG) (S) (BS) (L)

To what extent has this individual accepted the school system and community values such as school board policies, salary rates, fringe benefits, justice of school board members and superordinate mores of the community, degree of professional autonomy, etc.?

RESISTENCE TO STRESS (O) (VG) (S) (BS) (L)

To what extent is this person's performance effected when performing in a stress situation where his views are challenged, critical questions are asked, uncertainties or unknowns exist?

ENERGY (O) (VG) (S) (BS) (L)

How continuously does this individual sustain a high level of activity? (This is not a measure of "output")

INITIATIVE (O) (VG) (S) (BS) (L)

How active is this individual in starting new action, introducing new directions, setting in motion, thoughts or actions toward achievement of the objective?

PERSONAL IMPACT (O) (VG) (S) (BS) (L)

To what extent does this individual demonstrate an ability to work well with people? Consideration should be given to tactfulness and acceptance by others.

Rating Legend:

O - OUTSTANDING
VG - VERY GOOD
S - SATISFACTORY
BS - BELOW SATISFACTORY
L - LOW

FORCEFULNESS

(O) (VG) (S) (BS) (L)

How persistently does this individual pursue personal objectives? To what extent does he influence action and demonstrate personal conviction? Is this an asset or liability?

PERCEPTION

(O) (VG) (S) (BS) (L)

- A. Oral - How well does this individual recognize and recall useful information given orally?
- B. Written - How well does this individual recognize and recall useful written information such as instructions, practices, reports and other written material?
- C. Social - How readily does this individual perceive minimal cues in the behavior of others? How aware is he (she) of the situation in which he (she) is performing?

ORAL COMMUNICATION

(O) (VG) (S) (BS) (L)

How good would this individual be in presenting an oral report in a small conference group? Consider effectiveness, poise, vocabulary, sentence structure, coverage of subject, etc.

WRITTEN COMMUNICATIONS

SKILL

(O) (VG) (S) (BS) (L)

How well can this individual express himself in writing? Consider coverage of subject, vocabulary, sentence structure, legibility, spelling, etc.

Rating Legend:

- O - OUTSTANDING
- VG - VERY GOOD
- S - SATISFACTORY
- BS - BELOW SATISFACTORY
- L - LOW

ORGANIZING AND PLANNING

(O) (VG) (S) (BS) (L)

To what extent does this person's organizing and planning effect individual and/or group action in a constructive manner? How well is available information (oral or written) used in organizing and planning?

DECISION-MAKING

(O) (VG) (S) (BS) (L)

How likely is this individual to make decisions when they are required, and how likely are the decisions made to be of high quality? To what extent does this person make use of available oral and/or written information in making his decision?

LEADERSHIP SKILLS

(O) (VG) (S) (BS) (L)

To what extent does this individual assume responsibility for producing quality results through people without arousing undue resentment?

Rating Legend:

O - OUTSTANDING
VG - VERY GOOD
S - SATISFACTORY
BS - BELOW SATISFACTORY
L - LOW

PHASE II

PART I

SECOND SEMANTIC DIFFERENTIAL

INSTRUCTIONS

The purpose of this study is to measure the meanings of certain things to various people by having them judge them against a series of descriptive scales. In completing this scale, please make your judgments on the basis of what these things mean to you. You will find two concepts to be judged and beneath them a set of scales. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales: If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair : X : :__ : :__ : :__ : :__ : :__ : unfair

fair : __ : :__ : :__ : :__ : :__ : : X : unfair

If you feel that the concept is quite closely related to one end of the scale or the other (but not extremely), you should place your check-mark as follows:

strong : __ : : X : :__ : :__ : :__ : :__ : weak

strong : __ : :__ : :__ : :__ : :__ : : X : weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active : __ : :__ : : X : :__ : :__ : :__ : passive

active : __ : :__ : :__ : :__ : : X : :__ : passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing which you are judging. If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space.

space : __ : :__ : :__ : : X : :__ : :__ : dangerous
Be sure to check every scale for every concept--do not omit any.

APPENDIX D
RATING AND POSITION OF
EACH PARTICIPANT

RATING FOR PARTICIPANT NO. 1 (SECND, ASST, PRINCIPAL)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	2	2	2	3	2.33
2. SELF OBJECTIVITY	1	2	1	2	1.67
3. BEHAVIOR FLEXIBILITY	1	1	2	3	2.00
4. INDEPENDENCE OF SUPERVISRS	3	3	3	3	3.00
5. INDEPENDENCE OF OTHERS	3	3	3	3	3.00
6. INNER WORK STANDARDS	3	3	2	3	2.67
7. SCHOOL SYSTEM VALUES	2	3	3	2	2.67
8. INITIATIVE	2	2	3	3	2.67
9. PERSONAL IMPACT	3	2	0	3	1.67
10. FORCEFULNESS	3	3	3	3	3.00
11. PRECEPTION	3	3	3	3	3.00
12. ORAL COMMUN- ICATION	3	3	3	3	3.00
13. WRITTEN COMMUNICATION	2	3	3	3	3.00
14. RESISTANCE TO STRESS	3	2	3	3	2.67
15. ENERGY	3	3	2	3	2.67
16. LEADERSHIP	3	3	3	3	3.00
17. ORGANIZING AND PLANNING	2	3	3	3	3.00
18. DECISION MAKING	3	3	3	3	3.00

RATING FOR PARTICIPANT NO. 2 (GUIDANCE COUNSELLOR)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	3	3	3	4	3.33
2. SELF OBJECTIVITY	3	3	2	3	2.67
3. BEHAVIOR FLEXIBILITY	3	3	2	3	2.67
4. INDEPENDENCE OF SUPERVISORS	3	3	3	3	3.00
5. INDEPENDENCE OF OTHERS	3	3	3	3	3.00
6. INNER WORK STANDARDS	3	3	3	3	3.00
7. SCHOOL SYSTEM VALUES	3	3	3	3	3.00
8. INITIATIVE	3	3	3	4	3.33
9. PERSONAL IMPACT	3	3	3	3	3.00
10. FORCEFULNESS	4	3	3	3	3.00
11. PRECEPTION	4	4	3	3	3.33
12. ORAL COMMUNICATION	3	3	3	3	3.00
13. WRITTEN COMMUNICATION	3	3	3	3	3.00
14. RESISTANCE TO STRESS	3	3	3	4	3.33
15. ENERGY	3	3	3	3	3.00
16. LEADERSHIP	3	3	3	3	3.00
17. ORGANIZING AND PLANNING	3	3	3	3	3.00
18. DECISION MAKING	4	4	3	3	3.33

RATING FOR PARTICIPANT NO. 3 (DEPARTMENT CHAIRMAN)

R A T I N G S					
VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	4	4	3	4	3.67
2. SELF OBJECTIVITY	3	3	2	3	2.67
3. BEHAVIOR FLEXIBILITY	2	2	3	3	2.67
4. INDEPENDENCE OF SUPERVISORS	3	3	2	3	2.67
5. INDEPENDENCE OF OTHERS	3	3	3	3	3.00
6. INNER WORK STANDARDS	3	3	3	3	3.00
7. SCHOOL SYSTEM VALUES	3	3	2	3	2.67
8. INITIATIVE	3	3	3	3	3.00
9. PERSONAL IMPACT	3	3	3	3	3.00
10. FORCEFULNESS	3	3	3	3	3.00
11. PRECEPTION	2	3	3	3	3.00
12. ORAL COMMUNICATION	3	3	2	3	2.67
13. WRITTEN COMMUNICATION	3	3	3	3	3.00
14. RESISTANCE TO STRESS	3	3	3	3	3.00
15. ENERGY	3	3	3	3	3.00
16. LEADERSHIP	3	3	3	3	3.00
17. ORGANIZING AND PLANNING	3	3	3	3	3.00
18. DECISION MAKING	3	3	3	3	3.00

RATING FOR PARTICIPANT NO. 4 (GUIDANCE COUNSELLOR)

R A T I N G S					
VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	4	4	3	4	3.67
2. SELF OBJECTIVITY	2	3	3	3	3.00
3. BEHAVIOR FLEXIBILITY	1	2	2	2	2.00
4. INDEPENDENCE OF SUPERVISORS	1	1	1	2	1.33
5. INDEPENDENCE OF OTHERS	2	2	2	2	2.00
6. INNER WORK STANDARDS	1	1	2	2	1.67
7. SCHOOL SYSTEM VALUES	2	2	2	2	2.00
8. INITIATIVE	2	3	2	3	2.67
9. PERSONAL IMPACT	2	2	2	2	2.00
10. FORCEFULNESS	2	2	2	3	2.33
11. PRECEPTION	2	3	2	3	2.67
12. ORAL COMMUN- ICATION	2	2	2	2	2.00
13. WRITTEN COMMUNICATION	2	2	2	3	2.33
14. RESISTANCE TO STRESS	2	2	2	2	2.00
15. ENERGY	2	2	2	3	2.33
16. LEADERSHIP	1	1	2	2	1.67
17. ORGANIZING AND PLANNING	1	1	2	2	1.67
18. DECISION MAKING	1	2	2	3	2.33

RATING FOR PARTICIPANT NO. 5 (SECND. ASST. PRINCIPAL)

R A T I N G S					
VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	3	4	3	3	3.33
2. SELF OBJECTIVITY	4	4	3	4	3.67
3. BEHAVIOR FLEXIBILITY	3	3	3	3	3.00
4. INDEPENDENCE OF SUPERVISRS	2	2	3	3	2.67
5. INDEPENDENCE OF OTHERS	2	2	2	3	2.33
6. INNER WORK STANDARDS	2	2	2	3	2.33
7. SCHOOL SYSTEM VALUES	3	3	3	3	3.00
8. INITIATIVE	2	2	3	2	2.33
9. PERSONAL IMPACT	2	2	2	2	2.00
10. FORCEFULNESS	2	2	2	2	2.00
11. PRECEPTION	2	2	2	3	2.33
12. ORAL COMMUNICATION	2	3	2	3	2.67
13. WRITTEN COMMUNICATION	3	3	2	3	2.67
14. RESISTANCE TO STRESS	3	3	2	3	2.67
15. ENERGY	3	3	3	3	3.00
16. LEADERSHIP	3	3	2	3	2.67
17. ORGANIZING AND PLANNING	2	2	2	3	2.33
18. DECISION MAKING	2	2	2	3	2.33

RATING FOR PARTICIPANT NO. 6 (GUIDANCE COUNSELLOR)

R A T I N G S					
VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	2	3	2	4	3.00
2. SELF OBJECTIVITY	2	2	2	3	2.33
3. BEHAVIOR FLEXIBILITY	3	3	3	3	3.00
4. INDEPENDENCE OF SUPERVISORS	2	2	3	2	2.33
5. INDEPENDENCE OF OTHERS	2	3	3	3	3.00
6. INNER WORK STANDARDS	1	1	2	2	1.67
7. SCHOOL SYSTEM VALUES	3	3	3	3	3.00
8. INITIATIVE	2	2	2	2	2.00
9. PERSONAL IMPACT	1	2	2	2	2.00
10. FORCEFULNESS	2	2	3	2	2.33
11. PERCEPTION	2	2	2	3	2.33
12. ORAL COMMUN- ICATION	2	2	2	3	2.33
13. WRITTEN COMMUNICATION	2	2	2	2	2.00
14. RESISTANCE TO STRESS	2	2	2	3	2.33
15. ENERGY	1	1	2	2	1.67
16. LEADERSHIP	1	2	2	3	2.33
17. ORGANIZING AND PLANNING	2	2	2	2	2.00
18. DECISION MAKING	2	2	2	3	2.33

RATING FOR PARTICIPANT NO. 7 (SECND. ASST. PRINCIPAL)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUR ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	3	4	3	4	3.67
2. SELF OBJECTIVITY	3	3	3	4	3.33
3. BEHAVIOR FLEXIBILITY	3	3	3	4	3.33
4. INDEPENDENCE OF SUPERVISRS	4	4	3	4	3.67
5. INDEPENDENCE OF OTHERS	4	3	3	3	3.00
6. INNER WORK STANDARDS	3	4	3	4	3.67
7. SCHOOL SYSTEM VALUES	3	3	4	3	3.33
8. INITIATIVE	4	4	4	4	4.00
9. PERSONAL IMPACT	4	4	3	4	3.67
10. FORCEFULNESS	4	3	3	3	3.00
11. PRECEPTION	3	3	3	4	3.33
12. ORAL COMMUN- ICATION	4	4	3	4	3.67
13. WRITTEN COMMUNICATION	3	3	3	3	3.00
14. RESISTANCE TO STRESS	4	3	3	4	3.33
15. ENERGY	3	3	3	4	3.33
16. LEADERSHIP	3	3	3	3	3.00
17. ORGANIZING AND PLANNING	3	3	3	3	3.00
18. DECISION MAKING	3	4	3	4	3.67

RATING FOR PARTICIPANT NO. 8 (SECND. ASST. PRINCIPAL)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	4	4	4	4	4.00
2. SELF OBJECTIVITY	4	4	4	4	4.00
3. BEHAVIOR FLEXIBILITY	3	4	3	4	3.67
4. INDEPENDENCE OF SUPERVISORS	4	4	3	4	3.67
5. INDEPENDENCE OF OTHERS	4	4	3	4	3.67
6. INNER WORK STANDARDS	3	3	3	4	3.33
7. SCHOOL SYSTEM VALUES	4	4	3	3	3.33
8. INITIATIVE	4	4	3	4	3.67
9. PERSONAL IMPACT	4	4	4	4	4.00
10. FORCEFULNESS	4	4	3	4	3.67
11. PRECEPTION	3	3	3	3	3.00
12. ORAL COMMUNICATION	3	3	3	3	3.00
13. WRITTEN COMMUNICATION	4	3	3	3	3.00
14. RESISTANCE TO STRESS	4	4	3	4	3.67
15. ENERGY	4	4	3	3	3.33
16. LEADERSHIP	4	4	3	4	3.67
17. ORGANIZING AND PLANNING	3	3	3	3	3.00
18. DECISION MAKING	4	4	3	4	3.67

RATING FOR PARTICIPANT NO. 9 (SECND. ASST. PRINCIPAL)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	3	4	3	4	3.67
2. SELF OBJECTIVITY	3	3	3	3	3.00
3. BEHAVIOR FLEXIBILITY	3	3	3	3	3.00
4. INDEPENDENCE OF SUPERVISORS	3	3	3	3	3.00
5. INDEPENDENCE OF OTHERS	3	3	3	4	3.33
6. INNER WORK STANDARDS	3	4	3	4	3.67
7. SCHOOL SYSTEM VALUES	4	4	3	4	3.67
8. INITIATIVE	3	3	3	3	3.00
9. PERSONAL IMPACT	3	3	3	4	3.33
10. FORCEFULNESS	4	3	3	3	3.00
11. PERCEPTION	3	3	3	3	3.00
12. ORAL COMMUNICATION	3	3	3	3	3.00
13. WRITTEN COMMUNICATION	3	3	3	3	3.00
14. RESISTANCE TO STRESS	3	3	3	3	3.00
15. ENERGY	3	3	3	3	3.00
16. LEADERSHIP	3	3	3	3	3.00
17. ORGANIZING AND PLANNING	3	3	3	3	3.00
18. DECISION MAKING	3	3	3	4	3.33

RATING FOR PARTICIPANT NO. 10 (DEPARTMENT CHAIRMAN)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	4	4	4	4	4.00
2. SELF OBJECTIVITY	3	4	3	4	3.67
3. BEHAVIOR FLEXIBILITY	3	4	3	3	3.33
4. INDEPENDENCE OF SUPERVISORS	3	3	3	3	3.00
5. INDEPENDENCE OF OTHERS	3	3	3	3	3.00
6. INNER WORK STANDARDS	3	3	3	4	3.33
7. SCHOOL SYSTEM VALUES	4	4	3	4	3.67
8. INITIATIVE	3	3	3	4	3.33
9. PERSONAL IMPACT	3	3	4	3	3.33
10. FORCEFULNESS	4	3	3	4	3.33
11. PERCEPTION	4	4	3	4	3.67
12. ORAL COMMUNICATION	3	3	3	3	3.00
13. WRITTEN COMMUNICATION	3	3	3	3	3.00
14. RESISTANCE TO STRESS	4	4	3	3	3.33
15. ENERGY	4	3	3	3	3.00
16. LEADERSHIP	4	3	3	3	3.00
17. ORGANIZING AND PLANNING	4	4	3	3	3.33
18. DECISION MAKING	4	4	3	4	3.67

RATING FOR PARTICIPANT NO. 11 (GUIDANCE COUNSELLOR)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	4	4	3	4	3.67
2. SELF OBJECTIVITY	2	2	2	3	2.33
3. BEHAVIOR FLEXIBILITY	2	3	2	3	2.67
4. INDEPENDENCE OF SUPERVISORS	2	2	2	3	2.33
5. INDEPENDENCE OF OTHERS	2	2	3	3	2.67
6. INNER WORK STANDARDS	4	3	3	4	3.33
7. SCHOOL SYSTEM VALUES	3	3	2	3	2.67
8. INITIATIVE	3	3	3	3	3.00
9. PERSONAL IMPACT	3	3	3	3	3.00
10. FORCEFULNESS	3	4	3	3	3.33
11. PERCEPTION	4	3	3	4	3.33
12. ORAL COMMUN- ICATION	3	4	3	3	3.33
13. WRITTEN COMMUNICATION	4	3	2	3	2.67
14. RESISTANCE TO STRESS	2	3	3	3	3.00
15. ENERGY	2	2	2	3	2.33
16. LEADERSHIP	2	2	3	3	2.67
17. ORGANIZING AND PLANNING	2	2	2	3	2.33
18. DECISION MAKING	2	2	2	3	2.33

RATING FOR PARTICIPANT NO. 12 (SECND, ASST. PRINCIPAL)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUR ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	3	4	3	4	3.67
2. SELF OBJECTIVITY	2	3	2	2	2.33
3. BEHAVIOR FLEXIBILITY	3	3	2	3	2.67
4. INDEPENDENCE OF SUPERVISORS	3	3	2	3	2.67
5. INDEPENDENCE OF OTHERS	3	3	3	4	3.33
6. INNER WORK STANDARDS	3	3	3	4	3.33
7. SCHOOL SYSTEM VALUES	3	4	2	4	3.33
8. INITIATIVE	3	4	3	3	3.33
9. PERSONAL IMPACT	3	4	2	3	3.00
10. FORCEFULNESS	3	3	3	3	3.00
11. PRECEPTION	3	3	3	3	3.00
12. ORAL COMMUN- ICATION	3	3	3	3	3.00
13. WRITTEN COMMUNICATION	3	3	3	3	3.00
14. RESISTANCE TO STRESS	3	3	2	3	2.67
15. ENERGY	3	3	3	3	3.00
16. LEADERSHIP	3	3	3	3	3.00
17. ORGANIZING AND PLANNING	3	3	3	3	3.00
18. DECISION MAKING	3	3	3	3	3.00

RATING FOR PARTICIPANT NO. 13 (DEPARTMENT CHAIRMAN)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	4	4	4	4	4.00
2. SELF OBJECTIVITY	3	3	3	3	3.00
3. BEHAVIOR FLEXIBILITY	4	3	3	3	3.00
4. INDEPENDENCE OF SUPERVISORS	3	3	3	3	3.00
5. INDEPENDENCE OF OTHERS	3	3	3	3	3.00
6. INNER WORK STANDARDS	3	4	3	4	3.67
7. SCHOOL SYSTEM VALUES	3	3	3	3	3.00
8. INITIATIVE	3	3	3	3	3.00
9. PERSONAL IMPACT	3	4	3	4	3.67
10. FORCEFULNESS	4	4	3	4	3.67
11. PERCEPTION	4	3	3	3	3.00
12. ORAL COMMUN- ICATION	4	3	3	3	3.00
13. WRITTEN COMMUNICATION	3	3	3	3	3.00
14. RESISTANCE TO STRESS	3	3	3	3	3.00
15. ENERGY	3	3	3	3	3.00
16. LEADERSHIP	3	3	3	3	3.00
17. ORGANIZING AND PLANNING	3	3	3	3	3.00
18. DECISION MAKING	3	3	3	3	3.00

RATING FOR PARTICIPANT NO. 14 (GUIDANCE COUNSELLOR)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	4	3	3	3	3.00
2. SELF OBJECTIVITY	3	3	2	3	2.67
3. BEHAVIOR FLEXIBILITY	2	2	3	3	2.67
4. INDEPENDENCE OF SUPERVISORS	3	3	3	3	3.00
5. INDEPENDENCE OF OTHERS	3	3	3	3	3.00
6. INNER WORK STANDARDS	4	4	3	3	3.33
7. SCHOOL SYSTEM VALUES	3	3	2	3	2.67
8. INITIATIVE	3	3	2	3	2.67
9. PERSONAL IMPACT	4	3	3	4	3.33
10. FORCEFULNESS	3	3	3	4	3.33
11. PRECEPTION	3	3	3	3	3.00
12. ORAL COMMUN- ICATION	3	3	3	3	3.00
13. WRITTEN COMMUNICATION	3	3	3	4	3.33
14. RESISTANCE TO STRESS	3	3	3	4	3.33
15. ENERGY	3	3	3	4	3.33
16. LEADERSHIP	3	2	3	3	2.67
17. ORGANIZING AND PLANNING	3	3	3	3	3.00
18. DECISION MAKING	4	3	3	3	3.00

RATING FOR PARTICIPANT NO. 15 (DEPARTMENT CHAIRMAN)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	4	4	1	4	3.00
2. SELF OBJECTIVITY	3	2	3	3	2.67
3. BEHAVIOR FLEXIBILITY	2	3	3	2	2.67
4. INDEPENDENCE OF SUPERVISORS	2	3	0	2	1.67
5. INDEPENDENCE OF OTHERS	2	3	2	2	2.33
6. INNER WORK STANDARDS	4	2	4	4	3.33
7. SCHOOL SYSTEM VALUES	3	3	4	3	3.33
8. INITIATIVE	4	3	2	4	3.00
9. PERSONAL IMPACT	3	4	3	3	3.33
10. FORCEFULNESS	3	4	4	3	3.67
11. PERCEPTION	3	3	3	3	3.00
12. ORAL COMMUN- ICATION	3	3	2	3	2.67
13. WRITTEN COMMUNICATION	3	3	3	3	3.00
14. RESISTANCE TO STRESS	3	3	3	3	3.00
15. ENERGY	4	3	4	4	3.67
16. LEADERSHIP	4	4	3	4	3.67
17. ORGANIZING AND PLANNING	3	4	2	3	3.00
18. DECISION MAKING	3	3	0	3	2.00

RATING FOR PARTICIPANT NO. 16 (GUIDANCE COUNSELLOR)

R A T I N G S					
VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	3	3	3	3	3.00
2. SELF OBJECTIVITY	3	3	1	3	2.33
3. BEHAVIOR FLEXIBILITY	3	3	1	3	2.33
4. INDEPENDENCE OF SUPERVISORS	3	3	2	3	2.67
5. INDEPENDENCE OF OTHERS	3	3	2	3	2.67
6. INNER WORK STANDARDS	3	3	3	3	3.00
7. SCHOOL SYSTEM VALUES	2	2	2	4	2.67
8. INITIATIVE	2	2	1	3	2.00
9. PERSONAL IMPACT	3	3	3	4	3.33
10. FORCEFULNESS	3	3	3	3	3.00
11. PRECEPTION	2	2	2	3	2.33
12. ORAL COMMUN- ICATION	2	2	2	2	2.00
13. WRITTEN COMMUNICATION	1	2	3	2	2.33
14. RESISTANCE TO STRESS	1	1	2	3	2.00
15. ENERGY	3	3	3	3	3.00
16. LEADERSHIP	3	3	3	2	2.67
17. ORGANIZING AND PLANNING	2	2	2	2	2.00
18. DECISION MAKING	1	1	2	2	1.67

RATING FOR PARTICIPANT NO. 17 (DEPARTMENT CHAIRMAN)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	3	3	3	3	3.00
2. SELF OBJECTIVITY	2	2	1	3	2.00
3. BEHAVIOR FLEXIBILITY	0	0	0	1	0.33
4. INDEPENDENCE OF SUPERVISORS	3	3	2	3	2.67
5. INDEPENDENCE OF OTHERS	3	3	2	3	2.67
6. INNER WORK STANDARDS	3	3	2	3	2.67
7. SCHOOL SYSTEM VALUES	2	2	3	3	2.67
8. INITIATIVE	2	3	3	3	3.00
9. PERSONAL IMPACT	3	3	3	3	3.00
10. FORCEFULNESS	3	3	3	3	3.00
11. PRECEPTION	3	3	2	3	2.67
12. ORAL COMMUNICATION	3	3	2	3	2.67
13. WRITTEN COMMUNICATION	2	2	1	3	2.00
14. RESISTANCE TO STRESS	2	2	1	3	2.00
15. ENERGY	2	2	2	3	2.33
16. LEADERSHIP	2	2	1	2	1.67
17. ORGANIZING AND PLANNING	3	3	3	3	3.00
18. DECISION MAKING	2	2	2	3	2.33

RATING FOR PARTICIPANT NO. 18 (DEPARTMENT CHAIRMAN)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	4	4	4	3	3.67
2. SELF OBJECTIVITY	3	3	2	3	2.67
3. BEHAVIOR FLEXIBILITY	2	2	3	3	2.67
4. INDEPENDENCE OF SUPERVISORS	1	1	1	0	0.67
5. INDEPENDENCE OF OTHERS	2	2	2	3	2.33
6. INNER WORK STANDARDS	1	1	1	3	1.67
7. SCHOOL SYSTEM VALUES	2	2	3	3	2.67
8. INITIATIVE	1	2	3	3	2.67
9. PERSONAL IMPACT	2	2	0	3	1.67
10. FORCEFULNESS	1	1	2	3	2.00
11. PERCEPTION	1	1	3	3	2.33
12. ORAL COMMUN- ICATION	1	1	1	3	1.67
13. WRITTEN COMMUNICATION	1	1	2	3	2.00
14. RESISTANCE TO STRESS	2	2	2	3	2.33
15. ENERGY	2	2	1	3	2.00
16. LEADERSHIP	1	1	1	3	1.67
17. ORGANIZING AND PLANNING	0	0	2	3	1.67
18. DECISION MAKING	0	0	2	3	1.67

RATING FOR PARTICIPANT NO. 19 (SECND, ASST, PRINCIPAL)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	3	3	3	3	3.00
2. SELF OBJECTIVITY	3	3	2	4	3.00
3. BEHAVIOR FLEXIBILITY	3	3	2	4	3.00
4. INDEPENDENCE OF SUPERVISRS	2	3	3	3	3.00
5. INDEPENDENCE OF OTHERS	3	3	3	4	3.33
6. INNER WORK STANDARDS	3	3	3	3	3.00
7. SCHOOL SYSTEM VALUES	2	2	2	3	2.33
8. INITIATIVE	3	3	2	3	2.67
9. PERSONAL IMPACT	3	3	2	3	2.67
10. FORCEFULNESS	2	3	2	3	2.67
11. PRECEPTION	3	3	2	3	2.67
12. ORAL COMMUNICATION	2	2	2	3	2.33
13. WRITTEN COMMUNICATION	3	3	1	3	2.33
14. RESISTANCE TO STRESS	4	3	3	3	3.00
15. ENERGY	4	4	3	4	3.67
16. LEADERSHIP	3	3	3	3	3.00
17. ORGANIZING AND PLANNING	2	2	3	3	2.67
18. DECISION MAKING	3	3	3	3	3.00

RATING FOR PARTICIPANT NO. 20 (DEPARTMENT CHAIRMAN)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	2	1	2	3	2.00
2. SELF OBJECTIVITY	2	2	3	3	2.67
3. BEHAVIOR FLEXIBILITY	3	3	2	4	3.00
4. INDEPENDENCE OF SUPERVISORS	3	3	2	3	2.67
5. INDEPENDENCE OF OTHERS	3	3	2	3	2.67
6. INNER WORK STANDARDS	3	3	3	3	3.00
7. SCHOOL SYSTEM VALUES	3	3	3	3	3.00
8. INITIATIVE	4	4	3	4	3.67
9. PERSONAL IMPACT	3	3	3	3	3.00
10. FORCEFULNESS	3	3	3	3	3.00
11. PERCEPTION	3	3	2	3	2.67
12. ORAL COMMUNICATION	3	3	2	3	2.67
13. WRITTEN COMMUNICATION	3	3	3	3	3.00
14. RESISTANCE TO STRESS	3	3	3	3	3.00
15. ENERGY	3	3	3	3	3.00
16. LEADERSHIP	3	3	2	3	2.67
17. ORGANIZING AND PLANNING	3	3	2	3	2.67
18. DECISION MAKING	3	3	2	3	2.67

RATING FOR PARTICIPANT NO. 21 (GUIDANCE COUNSELLOR)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	2	2	2	4	2.67
2. SELF OBJECTIVITY	1	1	2	3	2.00
3. BEHAVIOR FLEXIBILITY	1	1	1	3	1.67
4. INDEPENDENCE OF SUPERVISORS	2	2	3	2	2.33
5. INDEPENDENCE OF OTHERS	2	2	3	3	2.67
6. INNER WORK STANDARDS	2	2	3	3	2.67
7. SCHOOL SYSTEM VALUES	3	4	2	2	2.67
8. INITIATIVE	2	2	2	3	2.33
9. PERSONAL IMPACT	3	3	4	4	3.67
10. FORCEFULNESS	3	4	4	4	4.00
11. PRECEPTION	3	4	2	2	2.67
12. ORAL COMMUNICATION	2	2	4	2	2.67
13. WRITTEN COMMUNICATION	3	3	2	2	2.33
14. RESISTANCE TO STRESS	3	3	2	3	2.67
15. ENERGY	3	3	2	4	3.00
16. LEADERSHIP	4	4	3	3	3.33
17. ORGANIZING AND PLANNING	4	4	3	3	3.33
18. DECISION MAKING	3	4	3	3	3.33

RATING FOR PARTICIPANT NO. 22 (GUIDANCE COUNSELLOR)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	3	3	3	3	3.00
2. SELF OBJECTIVITY	3	3	3	3	3.00
3. BEHAVIOR FLEXIBILITY	3	3	4	3	3.33
4. INDEPENDENCE OF SUPERVISORS	3	3	3	4	3.33
5. INDEPENDENCE OF OTHERS	2	3	3	3	3.00
6. INNER WORK STANDARDS	3	3	4	3	3.33
7. SCHOOL SYSTEM VALUES	3	3	3	3	3.00
8. INITIATIVE	3	3	3	3	3.00
9. PERSONAL IMPACT	3	3	2	3	2.67
10. FORCEFULNESS	3	3	4	2	3.00
11. PRECEPTION	2	2	3	2	2.33
12. ORAL COMMUN- ICATION	2	3	3	3	3.00
13. WRITTEN COMMUNICATION	3	3	4	3	3.33
14. RESISTANCE TO STRESS	3	3	3	3	3.00
15. ENERGY	3	3	3	3	3.00
16. LEADERSHIP	2	3	3	3	3.00
17. ORGANIZING AND PLANNING	2	2	3	2	2.33
18. DECISION MAKING	3	3	3	3	3.00

RATING FOR PARTICIPANT NO. 23 (DEPARTMENT CHAIRMAN)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	3	2	3	3	2.67
2. SELF OBJECTIVITY	3	3	4	3	3.33
3. BEHAVIOR FLEXIBILITY	3	3	3	4	3.33
4. INDEPENDENCE OF SUPERVISORS	3	3	2	4	3.00
5. INDEPENDENCE OF OTHERS	3	3	3	4	3.33
6. INNER WORK STANDARDS	3	4	4	4	4.00
7. SCHOOL SYSTEM VALUES	3	3	3	3	3.00
8. INITIATIVE	3	3	2	3	2.67
9. PERSONAL IMPACT	3	3	2	3	2.67
10. FORCEFULNESS	3	3	3	2	2.67
11. PERCEPTION	3	4	3	3	3.33
12. ORAL COMMUN- ICATION	3	3	3	4	3.33
13. WRITTEN COMMUNICATION	3	3	3	4	3.33
14. RESISTANCE TO STRESS	3	2	3	3	2.67
15. ENERGY	2	3	4	4	3.67
16. LEADERSHIP	3	3	4	4	3.67
17. ORGANIZING AND PLANNING	3	3	3	3	3.00
18. DECISION MAKING	3	3	4	4	3.67

RATING FOR PARTICIPANT NO. 24 (DEPARTMENT CHAIRMAN)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	3	4	2	2	2.67
2. SELF OBJECTIVITY	3	3	3	4	3.33
3. BEHAVIOR FLEXIBILITY	3	3	3	3	3.00
4. INDEPENDENCE OF SUPERVISORS	3	3	2	2	2.33
5. INDEPENDENCE OF OTHERS	3	3	3	2	2.67
6. INNER WORK STANDARDS	3	3	2	4	3.00
7. SCHOOL SYSTEM VALUES	3	3	2	3	2.67
8. INITIATIVE	3	3	3	3	3.00
9. PERSONAL IMPACT	3	3	3	3	3.00
10. FORCEFULNESS	3	3	3	2	2.67
11. PERCEPTION	4	4	2	2	2.67
12. ORAL COMMUN- ICATION	3	3	3	2	2.67
13. WRITTEN COMMUNICATION	3	3	2	2	2.33
14. RESISTANCE TO STRESS	2	3	1	2	2.00
15. ENERGY	2	2	2	2	2.00
16. LEADERSHIP	3	3	3	3	3.00
17. ORGANIZING AND PLANNING	3	3	3	3	3.00
18. DECISION MAKING	3	3	3	4	3.33

RATING FOR PARTICIPANT NO. 25 (DEPARTMENT CHAIRMAN)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	3	3	3	3	3.00
2. SELF OBJECTIVITY	4	3	4	3	3.33
3. BEHAVIOR FLEXIBILITY	3	3	3	3	3.00
4. INDEPENDENCE OF SUPERVISORS	2	3	9	2	4.67
5. INDEPENDENCE OF OTHERS	2	4	3	3	3.33
6. INNER WORK STANDARDS	3	4	4	4	4.00
7. SCHOOL SYSTEM VALUES	3	4	3	3	3.33
8. INITIATIVE	3	3	3	3	3.00
9. PERSONAL IMPACT	3	3	4	3	3.33
10. FORCEFULNESS	2	3	3	3	3.00
11. PERCEPTION	3	3	4	3	3.33
12. ORAL COMMUN- ICATION	3	3	3	3	3.00
13. WRITTEN COMMUNICATION	2	3	3	3	3.00
14. RESISTANCE TO STRESS	3	3	3	2	2.67
15. ENERGY	3	3	3	4	3.33
16. LEADERSHIP	3	3	4	3	3.33
17. ORGANIZING AND PLANNING	3	3	3	3	3.00
18. DECISION MAKING	3	3	3	3	3.00

RATING FOR PARTICIPANT NO. 26 (DEPARTMENT CHAIRMAN)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	2	3	2	4	3.00
2. SELF OBJECTIVITY	3	2	2	3	2.33
3. BEHAVIOR FLEXIBILITY	3	3	3	4	3.33
4. INDEPENDENCE OF SUPERVISORS	3	3	1	3	2.33
5. INDEPENDENCE OF OTHERS	4	3	2	4	3.00
6. INNER WORK STANDARDS	4	3	2	3	2.67
7. SCHOOL SYSTEM VALUES	4	3	3	4	3.33
8. INITIATIVE	3	2	3	4	3.00
9. PERSONAL IMPACT	3	3	2	4	3.00
10. FORCEFULNESS	4	2	2	4	2.67
11. PERCEPTION	3	3	1	3	2.33
12. ORAL COMMUN- ICATION	3	3	3	4	3.33
13. WRITTEN COMMUNICATION	4	3	2	4	3.00
14. RESISTANCE TO STRESS	3	3	3	4	3.33
15. ENERGY	3	3	3	3	3.00
16. LEADERSHIP	3	3	2	4	3.00
17. ORGANIZING AND PLANNING	4	3	2	4	3.00
18. DECISION MAKING	3	3	1	4	2.67

RATING FOR PARTICIPANT NO. 27 (GUIDANCE COUNSELLOR)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUP ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	3	3	2	2	2.33
2. SELF OBJECTIVITY	3	3	2	3	2.67
3. BEHAVIOR FLEXIBILITY	4	3	2	3	2.67
4. INDEPENDENCE OF SUPERVISORS	3	4	2	2	2.67
5. INDEPENDENCE OF OTHERS	3	4	2	3	3.00
6. INNER WORK STANDARDS	3	3	2	4	3.00
7. SCHOOL SYSTEM VALUES	4	3	3	3	3.00
8. INITIATIVE	3	4	2	3	3.00
9. PERSONAL IMPACT	3	4	2	3	3.00
10. FORCEFULNESS	4	4	2	3	3.00
11. PERCEPTION	3	3	2	3	2.67
12. ORAL COMMUN- ICATION	3	4	2	3	3.00
13. WRITTEN COMMUNICATION	3	3	2	4	3.00
14. RESISTANCE TO STRESS	4	4	2	3	3.00
15. ENERGY	4	3	2	3	2.67
16. LEADERSHIP	4	3	2	3	2.67
17. ORGANIZING AND PLANNING	3	3	2	3	2.67
18. DECISION MAKING	3	3	2	3	2.67

RATING FOR PARTICIPANT NO. 28 (ELEMENTARY PRINCIPAL)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	3	3	3	3	3.00
2. SELF OBJECTIVITY	3	2	3	3	2.67
3. BEHAVIOR FLEXIBILITY	3	2	2	3	2.33
4. INDEPENDENCE OF SUPERVISORS	3	2	2	2	2.00
5. INDEPENDENCE OF OTHERS	3	3	2	3	2.67
6. INNER WORK STANDARDS	3	3	3	3	3.00
7. SCHOOL SYSTEM VALUES	2	3	3	2	2.67
8. INITIATIVE	3	1	2	3	2.00
9. PERSONAL IMPACT	2	3	2	3	2.67
10. FORCEFULNESS	2	1	3	3	2.33
11. PERCEPTION	3	2	3	2	2.33
12. ORAL COMMUNICATION	2	2	2	2	2.00
13. WRITTEN COMMUNICATION	2	2	2	3	2.33
14. RESISTANCE TO STRESS	2	2	2	3	2.33
15. ENERGY	2	3	3	3	3.00
16. LEADERSHIP	2	2	2	3	2.33
17. ORGANIZING AND PLANNING	2	2	2	3	2.33
18. DECISION MAKING	2	2	2	3	2.33

RATING FOR PARTICIPANT NO. 29 (GUIDANCE COUNSELLOR)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUR ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	1	2	2	1	1.67
2. SELF OBJECTIVITY	3	2	3	3	2.67
3. BEHAVIOR FLEXIBILITY	1	2	2	1	1.67
4. INDEPENDENCE OF SUPERVISORS	0	1	2	1	1.33
5. INDEPENDENCE OF OTHERS	1	2	2	1	1.67
6. INNER WORK STANDARDS	1	3	2	1	2.00
7. SCHOOL SYSTEM VALUES	0	3	2	2	2.33
8. INITIATIVE	1	2	2	1	1.67
9. PERSONAL IMPACT	2	2	2	2	2.00
10. FORCEFULNESS	1	1	1	1	1.00
11. PERCEPTION	1	3	2	1	2.00
12. ORAL COMMUN- ICATION	2	2	1	2	1.67
13. WRITTEN COMMUNICATION	3	2	2	3	2.33
14. RESISTANCE TO STRESS	2	2	2	2	2.00
15. ENERGY	2	2	2	2	2.00
16. LEADERSHIP	0	2	1	1	1.33
17. ORGANIZING AND PLANNING	1	0	2	1	1.00
18. DECISION MAKING	1	1	2	1	1.33

RATING FOR PARTICIPANT NO. 30 (GUIDANCE COUNSELLOR)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	2	2	3	2	2.33
2. SELF OBJECTIVITY	0	1	3	1	1.67
3. BEHAVIOR FLEXIBILITY	0	1	3	1	1.67
4. INDEPENDENCE OF SUPERVISORS	1	1	2	2	1.67
5. INDEPENDENCE OF OTHERS	2	2	3	3	2.67
6. INNER WORK STANDARDS	1	2	3	2	2.33
7. SCHOOL SYSTEM VALUES	1	1	3	2	2.00
8. INITIATIVE	0	1	3	1	1.67
9. PERSONAL IMPACT	0	2	2	1	1.67
10. FORCEFULNESS	1	1	4	2	2.33
11. PRECEPTION	0	2	2	1	1.67
12. ORAL COMMUNICATION	1	2	2	1	1.67
13. WRITTEN COMMUNICATION	1	1	2	1	1.33
14. RESISTANCE TO STRESS	0	1	2	2	1.67
15. ENERGY	1	1	2	1	1.33
16. LEADERSHIP	0	1	2	1	1.33
17. ORGANIZING AND PLANNING	0	1	3	2	2.00
18. DECISION MAKING	0	0	2	0	0.67

RATING FOR PARTICIPANT NO. 31 (DEPARTMENT CHAIRMAN)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	3	4	4	4	4.00
2. SELF OBJECTIVITY	1	1	2	4	2.33
3. BEHAVIOR FLEXIBILITY	2	2	3	3	2.67
4. INDEPENDENCE OF SUPERVISORS	2	2	3	3	2.67
5. INDEPENDENCE OF OTHERS	1	1	3	3	2.33
6. INNER WORK STANDARDS	2	2	3	3	2.67
7. SCHOOL SYSTEM VALUES	4	4	3	3	3.33
8. INITIATIVE	2	2	3	3	2.67
9. PERSONAL IMPACT	3	2	2	3	2.33
10. FORCEFULNESS	2	1	2	3	2.00
11. PRECEPTION	1	2	2	3	2.33
12. ORAL COMMUN- ICATION	2	2	2	3	2.33
13. WRITTEN COMMUNICATION	2	2	3	3	2.67
14. RESISTANCE TO STRESS	2	2	3	3	2.67
15. ENERGY	2	2	3	3	2.67
16. LEADERSHIP	2	2	3	3	2.67
17. ORGANIZING AND PLANNING	2	2	3	3	2.67
18. DECISION MAKING	2	2	3	3	2.67

RATING FOR PARTICIPANT NO. 32 (DEPARTMENT CHAIRMAN)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUR ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	4	4	3	4	3.67
2. SELF OBJECTIVITY	4	4	3	4	3.67
3. BEHAVIOR FLEXIBILITY	2	3	3	3	3.00
4. INDEPENDENCE OF SUPERVISORS	3	4	3	3	3.33
5. INDEPENDENCE OF OTHERS	3	3	3	3	3.00
6. INNER WORK STANDARDS	2	3	3	3	3.00
7. SCHOOL SYSTEM VALUES	3	3	3	3	3.00
8. INITIATIVE	2	2	3	3	2.67
9. PERSONAL IMPACT	3	3	2	3	2.67
10. FORCEFULNESS	2	3	2	3	2.67
11. PERCEPTION	3	3	3	3	3.00
12. ORAL COMMUN- ICATION	3	2	2	3	2.33
13. WRITTEN COMMUNICATION	2	3	3	3	3.00
14. RESISTANCE TO STRESS	3	2	2	3	2.33
15. ENERGY	2	2	3	3	2.67
16. LEADERSHIP	2	2	3	3	2.67
17. ORGANIZING AND PLANNING	2	3	3	3	3.00
18. DECISION MAKING	3	3	3	3	3.00

RATING FOR PARTICIPANT NO. 33 (DEPARTMENT CHAIRMAN)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	3	4	2	4	3.33
2. SELF OBJECTIVITY	4	4	2	4	3.33
3. BEHAVIOR FLEXIBILITY	4	4	3	4	3.67
4. INDEPENDENCE OF SUPERVISORS	3	3	3	3	3.00
5. INDEPENDENCE OF OTHERS	4	4	2	3	3.00
6. INNER WORK STANDARDS	3	3	2	3	2.67
7. SCHOOL SYSTEM VALUES	3	3	2	3	2.67
8. INITIATIVE	4	4	2	3	3.00
9. PERSONAL IMPACT	4	4	2	3	3.00
10. FORCEFULNESS	4	3	3	3	3.00
11. PRECEPTION	1	2	2	3	2.33
12. ORAL COMMUN- ICATION	4	3	2	2	2.33
13. WRITTEN COMMUNICATION	2	2	2	3	2.33
14. RESISTANCE TO STRESS	2	2	2	2	2.00
15. ENERGY	3	3	3	3	3.00
16. LEADERSHIP	3	3	2	3	2.67
17. ORGANIZING AND PLANNING	2	2	2	3	2.33
18. DECISION MAKING	1	1	0	2	1.00

RATING FOR PARTICIPANT NO. 34 (DEPARTMENT CHAIRMAN)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	3	3	3	4	3.33
2. SELF OBJECTIVITY	3	3	2	3	2.67
3. BEHAVIOR FLEXIBILITY	2	2	3	3	2.67
4. INDEPENDENCE OF SUPERVISORS	2	3	2	3	2.67
5. INDEPENDENCE OF OTHERS	2	3	3	2	2.67
6. INNER WORK STANDARDS	3	3	3	3	3.00
7. SCHOOL SYSTEM VALUES	4	3	2	3	2.67
8. INITIATIVE	1	1	2	2	1.67
9. PERSONAL IMPACT	2	2	2	2	2.00
10. FORCEFULNESS	2	3	3	2	2.67
11. PRECEPTION	2	2	2	3	2.33
12. ORAL COMMUN- ICATION	2	2	2	2	2.00
13. WRITTEN COMMUNICATION	1	2	3	3	2.67
14. RESISTANCE TO STRESS	2	2	3	3	2.67
15. ENERGY	2	2	3	3	2.67
16. LEADERSHIP	3	3	3	3	3.00
17. ORGANIZING AND PLANNING	4	3	2	3	2.67
18. DECISION MAKING	1	4	2	3	3.00

RATING FOR PARTICIPANT NO. 35 (GUIDANCE COUNSELLOR)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	3	4	3	4	3.67
2. SELF OBJECTIVITY	2	2	2	2	2.00
3. BEHAVIOR FLEXIBILITY	3	3	2	3	2.67
4. INDEPENDENCE OF SUPERVISORS	3	3	2	3	2.67
5. INDEPENDENCE OF OTHERS	3	3	2	3	2.67
6. INNER WORK STANDARDS	4	3	3	3	3.00
7. SCHOOL SYSTEM VALUES	3	3	3	3	3.00
8. INITIATIVE	3	3	3	3	3.00
9. PERSONAL IMPACT	3	3	2	3	2.67
10. FORCEFULNESS	3	3	2	4	3.00
11. PRECEPTION	3	3	3	3	3.00
12. ORAL COMMUNICATION	3	3	2	3	2.67
13. WRITTEN COMMUNICATION	3	3	2	3	2.67
14. RESISTANCE TO STRESS	3	3	2	3	2.67
15. ENERGY	2	3	3	3	3.00
16. LEADERSHIP	2	3	3	3	3.00
17. ORGANIZING AND PLANNING	3	3	3	3	3.00
18. DECISION MAKING	3	3	3	3	3.00

RATING FOR PARTICIPANT NO. 36 (DEPARTMENT CHAIRMAN)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	2	3	3	3	3.00
2. SELF OBJECTIVITY	2	2	2	2	2.00
3. BEHAVIOR FLEXIBILITY	0	1	2	3	2.00
4. INDEPENDENCE OF SUPERVISORS	1	2	3	2	2.33
5. INDEPENDENCE OF OTHERS	1	2	3	2	2.33
6. INNER WORK STANDARDS	2	2	3	3	2.67
7. SCHOOL SYSTEM VALUES	2	2	2	3	2.33
8. INITIATIVE	1	2	2	2	2.00
9. PERSONAL IMPACT	0	2	2	3	2.33
10. FORCEFULNESS	0	1	1	3	1.67
11. PRECEPTION	0	1	1	2	1.33
12. ORAL COMMUNICATION	0	1	1	2	1.33
13. WRITTEN COMMUNICATION	0	2	2	2	2.00
14. RESISTANCE TO STRESS	0	2	1	2	1.67
15. ENERGY	2	2	2	2	2.00
16. LEADERSHIP	0	2	2	3	2.33
17. ORGANIZING AND PLANNING	1	2	2	3	2.33
18. DECISION MAKING	1	2	2	3	2.33

RATING FOR PARTICIPANT NO. 37 (GUIDANCE COUNSELLOR)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	3	3	3	4	3.33
2. SELF OBJECTIVITY	3	3	4	4	3.67
3. BEHAVIOR FLEXIBILITY	4	4	3	4	3.67
4. INDEPENDENCE OF SUPERVISORS	4	4	3	4	3.67
5. INDEPENDENCE OF OTHERS	4	3	4	4	3.67
6. INNER WORK STANDARDS	4	4	3	3	3.33
7. SCHOOL SYSTEM VALUES	3	3	3	4	3.33
8. INITIATIVE	4	4	4	4	4.00
9. PERSONAL IMPACT	3	4	3	4	3.67
10. FORCEFULNESS	4	4	3	3	3.33
11. PRECEPTION	4	3	4	3	3.33
12. ORAL COMMUN- ICATION	4	4	3	4	3.67
13. WRITTEN COMMUNICATION	3	4	4	4	4.00
14. RESISTANCE TO STRESS	4	3	4	3	3.33
15. ENERGY	4	4	3	4	3.67
16. LEADERSHIP	4	4	3	4	3.67
17. ORGANIZING AND PLANNING	4	4	4	4	4.00
18. DECISION MAKING	4	4	3	4	3.67

RATING FOR PARTICIPANT NO. 38 (DEPARTMENT CHAIRMAN)

R A T I N G S

VARIABLE	ASSESSOR	SUPER ORDIN	SUB ORDIN	PEER	LOCAL AVG.
1. RANGE OF INTERESTS	3	4	3	4	3.67
2. SELF OBJECTIVITY	3	3	2	3	2.67
3. BEHAVIOR FLEXIBILITY	3	3	3	3	3.00
4. INDEPENDENCE OF SUPERVISORS	3	3	3	3	3.00
5. INDEPENDENCE OF OTHERS	3	3	2	3	2.67
6. INNER WORK STANDARDS	3	3	3	3	3.00
7. SCHOOL SYSTEM VALUES	4	3	3	3	3.00
8. INITIATIVE	3	3	3	3	3.00
9. PERSONAL IMPACT	3	3	3	3	3.00
10. FORCEFULNESS	3	3	2	3	2.67
11. PERCEPTION	2	3	2	3	2.67
12. ORAL COMMUN- ICATION	2	3	3	3	3.00
13. WRITTEN COMMUNICATION	3	2	3	3	2.67
14. RESISTANCE TO STRESS	2	3	3	3	3.00
15. ENERGY	3	3	3	3	3.00
16. LEADERSHIP	3	3	3	3	3.00
17. ORGANIZING AND PLANNING	2	3	3	3	3.00
18. DECISION MAKING	2	3	3	3	3.00

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